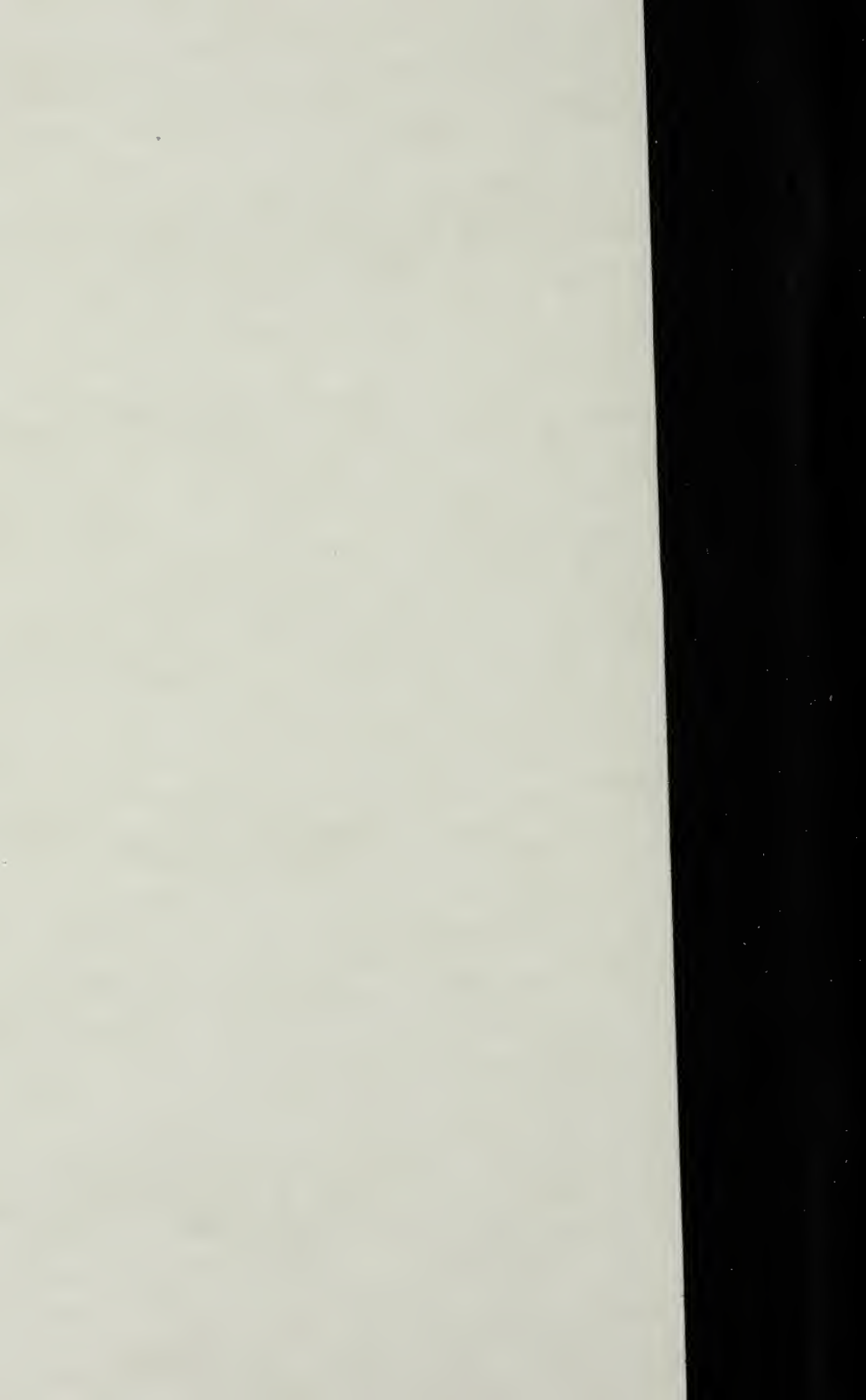


379.744

SA3

1867-1876

INC.





379.744
S23
1866

CITY DOCUMENT, No. 4 1867.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM;
TOGETHER WITH THE
REPORT OF SUPERINTENDENT OF SCHOOLS.



JANUARY, 1867.

SALEM:
GEORGE W. PEASE AND CO., PRINTERS,
1867.

CITY DOCUMENT, No. 4 1867.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM;
TOGETHER WITH THE
REPORT OF SUPERINTENDENT OF SCHOOLS.



JANUARY, 1867.

SALEM:

GEORGE W. PEASE AND CO., PRINTERS,

1867.

IN SCHOOL COMMITTEE, }
Salem, January 24, 1867. }

Ordered, That the Reports of the several Standing Committees be adopted collectively as the ANNUAL REPORT of this Board; and that a sufficient number of copies of the same, together with the Report of the Superintendent of Schools, be printed under the direction of the Executive Committee, for the use of the inhabitants of the City, as required by the laws of the Commonwealth."

Attest,

STEPHEN P. WEBB, Secretary.

279.144
523
1866

HIGH SCHOOL.

Master.

A B N E R H. D A V I S.

Sub-Master.

J O H N W. P E R K I N S.

First Assistant.

L O I S R. W R I G H T.

Assistants.

E L I Z A B E T H M. F E S S E N D E N.

E L I Z A A. M E L Z E A R D.

CITY OF SALEM, *In School Committee.* }
January 21, 1867. }

THE FIRST VISITING COMMITTEE, in presenting their
A N N U A L R E P O R T

of the High School, for the year 1866, take great pleasure in stating that the general condition of the school is highly satisfactory, and that its increased numbers seem to indicate an increase of confidence in it, on the part of their fellow citizens. The usual detailed report of the number of pupils in the various classes, as compared with the last year, it is not necessary to make, as all these details will be found in the tables appended to the report of the Superintendent. The fact that the class which entered the

school in July last is the largest Junior class which has been received for several years, is most encouraging to the committee, who also are gratified in being able to say that two members of the last graduating class entered Harvard College successfully, and are now doing our school great credit by their scholarship and deportment.

The following changes have been made in the corps of teachers. Miss M. LOUISA MERRILL resigned the office of Assistant in July last, after serving us most acceptably for a year. Her place was filled by the election of Miss JULIA R. WOODMAN, who entered upon her duties in September, but was obliged, by continued ill health, to give up the position after only three months service. The committee have appointed Miss ELIZA A. MELZEARD of this city, a graduate of the school, as a temporary Assistant. Her success in the position has been such as to lead the committee to recommend to the Board her election as a permanent teacher.

Miss LOIS R. WRIGHT, the First Assistant, was obliged, by ill health, to ask a vacation of three months, commencing on the first of January. This the Committee granted her, and have been, thus far unsuccessfully, endeavoring to procure some competent person to supply her place, during her absence. If, as has been stated informally to the Committee, she proposes to resign the position, they will at once seek to procure a successor.

STEPHEN B. IVES JR.,	} <i>First Visiting Committee.</i>
ROBERT C. MILLS,	
CHARLES RAY PALMER,	
GEORGE F. CHOATE.	

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers:* Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, and Margaret A. Dunn, Assistants. *Committee,* E. H. Quimby.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers:* Jacob F. Brown, Principal; Adaline Roberts, Harriet C. Gray, and Abbie Baker, Assistants. *Committee,* Daniel D. Winn.

EPES. For Boys and Girls residing in Ward Four north and west of the "Town Bridge." *Teachers:* Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee,* Jacob Perley.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge; also, in Ward Six, that portion of Mason Street west of the Mason-Street school-house, with the streets lying south of the same. *Teachers:* Henry F. Woodman, Principal; Harriet N. Felton, and Margaret G. Stanley, Assistants. *Committee* Samuel P. Andrews.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge, and in that part of Ward Six described above. *Teachers:* Mary L. Shepard, Principal; Phebe E. Church, Sub-Principal; Sarah A. Lynde and Annie M. Bates, Assistants. *Committee,* Henry J. Cross.

PHILLIPS. For Boys residing in Wards One and Two. *Teachers:* Charles R. Brown, Principal; Aroline B. Meek, Maria T. Luscomb, and Mary I. Hanson, Assistants. *Committee,* Edmund B. Willson.

PICKERING. For Boys and Girls residing in Ward Six—that portion excepted which belongs to the Hacker district. *Teachers:* Wm. P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, and Eliza S. Symonds, Assistants. *Committee,* Charles E. Symonds.

GRAMMAR SCHOOLS.

JANUARY 21, 1867.

THE SECOND VISITING COMMITTEE respectfully submit their

ANNUAL REPORT.

The *habit* of saying from year to year that the schools of Salem are among the best is a habit just as easy to fall into as any other, but one which, *as a habit*, we would avoid.

Of the GRAMMAR SCHOOLS the Second Visiting Committee believe, however, that they can say, with truth, that they do their work well. We esteem the teachers who make them what they are highly for their abilities and their fidelity. But we do not think these schools good enough to be proud of, or to be satisfied with.

But two teachers have resigned their positions in the course of the last year.

In the Phillips School, Miss Ellen M. Pierce resigned her place as an assistant, and Miss Mary I. Hanson was elected to fill the vacancy. Miss Hanson is giving the highest satisfaction to the committee. This school is now doing well in all its departments.

In the Pickering school Miss Eliza S. Symonds, an assistant, resigned and Miss Margaret B. Fitz was elected to succeed her, and is reported by the committee of the School as giving entire satisfaction.

The two teachers who have left their situations had rendered long and faithful service to the city, of which the committee gladly render this acknowledgment.

For detailed information respecting the Grammar schools this committee would refer the Board and the public to the report of the Superintendent, in which it may be seen how our schools appear to one coming to us from abroad, and making a particular study of their character and condition through a period of some three months. They also refer to the same source for the information usually found in the table of statistics as to numbers, membership, attendance, &c.

We regret to say that only about half the Grammar school houses have been quite what they should be. Three, the Bentley, Pickering and Higginson houses may be called good. The Browne school house, in most respects answering its purpose well, has been so insufficiently warmed on some cold days, as to require the dismissal of the school. The Superintendent has lately given special attention to the difficulty, and it is hoped that it may be already remedied.

The Phillips school house, in most respects convenient and comfortable in the Grammar departments, and greatly improved from what it was a year or two back, is still without tolerable ventilation.

The Hacker school house has been so cold this winter that probably a solid week of school time has been lost. All the while it has remained an unsettled question by whose fault it is that this evil has not been remedied. However that may be, in view of the handsome sum that it costs the city to keep the Hacker school a week, and the number of days lost, there is more waste both of money and education than

should be patiently borne by such political economists and such lovers of good learning as the people of this city are known to be. The average attendance for 1865 was 97. This number taken as the average for 1866, and five days being assumed as the time lost, foots up an aggregate loss of 485 school days. The Committee are glad again to say that they are looking hopefully to the Superintendent to work the problem out, and apply the remedy at an early day.

For this committee's opinions concerning the Hacker and Epes school houses, and of the expediency of doing something at reconstruction in this quarter, reference is respectfully made to the reports of the Second Visiting Committees of the last two years.

The work pursued in the Grammar schools, so far as known to your Committee, is still conducted by each school according to its own plan, and without reference to any general system, as was reported a year ago.

Some have considered this want of uniformity more an excellence than a defect. But leaving that aside, our method, (or no method,) does not appear to have been adopted from any such preference, but to be rather the result of accident or indifference. If uniformity in itself be not desirable, it is desirable that teachers should be largely conversant with each others views, ways of teaching, ways of organizing. When they differ, it is worth knowing why they differ, and whether one's way is better than another's. A good thing is worth transplanting. We ought to expect that if one teacher has struck out a good path and order of work, that the rest should get acquainted with it, and either adopt it, or reject it, whichever

they do, *for reason*, not *without a reason*. It would seem worth while to attempt to bring teachers more together. The teachers themselves are no doubt ready for it, and only want somebody to say now is the hour and here is the place. We submit this suggestion to teachers and Superintendent.

And, tending to the same end, we venture another suggestion : viz : whether it is not worth while to try a somewhat larger experiment, which ought to be practicable in a community like ours ; that is, to have some wider association, embracing all who desire to get and to disseminate the best ideas upon the subject of public education. We have many persons in Salem able to contribute greatly to the interest, usefulness and success of such discussions. The papers read, and the discussions growing out of them at meetings of the association for the promotion of social science held this season in Boston will well illustrate the uses of such investigations and discussions. Why not have such among ourselves? It is thought worth while to get up Boards of Trade, or Business Associations to promote our material interests and develope a local prosperity. Should not the higher activities looking to intellectual life and social betterment keep pace with these? All things go together. Schools can be lifted only a certain little way, unless the community that contains them lifts itself.

We hope the time is not far when the schools of the city shall have much benefit from coming into closer connection with other educational means and forces, which lie ready to our hand, and which might be of great service in elevating the educational standard and advancing the educational spirit of the city. The

Normal School is helping us already; and some closer intercourse between it and the public schools, it is believed, might be of mutual service. We can offer to that school the field and the material on which to test its methods and ideas. It can stimulate and instruct us by showing us in practical and tangible form the best results of its training.

We have another institution in this city which is an honor to the community and to those who sustain it, which, it would seem, might help us, the Essex Institute. It brings gentlemen about it, who would perhaps be willing, as they are most able, to render aid to us incidentally as teachers. In many ways and indirectly these gentlemen and this institution are now doing an incalculable service in the work of education. But more, and more directly, they might doubtless do by giving instruction in lectures, experiments and otherwise, to school classes in those departments of knowledge which they severally pursue as special studies, and in which their teaching would, almost of necessity, be much more thorough, varied and interesting, than that which could be given by teachers who are compelled to work over the whole field of school instruction.

Nothing in the range of intellectual culture is more to be desired than a taste for the study of Nature, and a *habit* of quick, large and intelligent observation in her domain. It is as healthful to the moral, as to the intellectual part of us. It will be a matter for life-long rejoicing to our children and to their parents, if they can be early imbued with a love for the study of Physical Science and Natural History. It will be a positive good in the good knowledge of which it will

put them in possession—a negative one, in that by giving the earliest start and first love to pursuits having a pure and wholesome influence, it will protect against the counter-tastes and passions which so much beset and mislead the young in their time of greatest exposure.

Respectfully submitted.

For the Committee,

E. B. WILLSON, *Chairman.*

PRIMARY SCHOOLS.

ABORN-STREET SCHOOL. *District Limits:* A line from the North River, by Grove and Nichols streets, including both sides of those streets, and continued to the City boundary; thence by City boundary and North River to the bound first named. *Teachers:* Abbie F. Nichols, Principal; Sarah F. Daniels, Assistant. *Committee,* Daniel Varney.

BENTLEY SCHOOL. (For Girls only.) *District Limits:* From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Brown, Pleasant and Bridge streets, to the Essex Railroad thence by the railroad and shore line (including the neck, &c.,) to the bound first named. *Teachers:* S. Augusta Brown, Principal; Eliza G. Cogswell and Sarah E. Honeycomb, Assistants. *Committee,* Wm. P. Goodhue.

BROAD-STREET SCHOOL. *District Limits:* From the North River, by the Eastern Railroad, to the South River;

thence, by the shore line, to the foot of Phelps' Court; thence, by Phelps' Court and Flint street, excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge, thence, by the river to the bounds first named. *Teachers:* Caroline Stevens, Principal; Emily A. Glover, Ella Boyce and Ella F. Kehew, Assistants. *Committee,* Edward S. Atwood.

BROWNE SCHOOL. *District Limits:*—Include all of Ward Five. *Teachers,* Harriet M. Tyler, Principal; Augusta Arrington, Harriet E. Lewis, Matilda Pollock, Mary E. Stanley and Eliza W. Crowell, Assistants. *Committee,* Loranus Crowell.

FOWLER-STREET SCHOOL. *District Limits:* North and Essex streets, to Flint street; thence, including both sides of Flint street and Phelps' Court, to the Mill Pond; thence by the Mill Pond and Eastern Railroad, to the City bounds; thence, by the City bounds to the turnpike; thence by a right line to the western extremity of Nichols street; thence, by Nichols and Grove streets, excluding both sides thereof, to the North River; and thence, by the river, to the bound first named. *Teachers,* Hannah E. Morse, Principal; Mary E. Dockham, and Eliza I. Phelps, Assistants. *Committee,* George F. Choate.

NORTH-STREET SCHOOL. *District Limits:* A line from the North River, crossing Mason street, and including both sides of Barr, School and Grove streets, to the gate of the cemetery; thence west to the river; with so much of Ward Six as lies north and east of said line. *Teachers,* Maria Cushing, Principal; Elizabeth C. Russell, Lucy A. Smith, and Caroline Symonds, Assistants. *Committee,* Charles A. Ropes.

PHILLIPS SCHOOL. (For Boys only.) *District Limits:* The same as those for the Bentley School; *which see;* *Teachers,* Margaret E. Webb, Principal; Jeanette Gerald, L. Augusta Hill, Margaret Haskell, Annie Hill and Helen A. White, Assistants. *Committee,* George A. Perkins.

BRIDGE-STREET SCHOOL. *District Limits:* The Essex Railroad from Collins' Cove to Bridge street; thence, through centre of Bridge to Northey street; thence, excluding both sides of Bridge street to the river; thence by the shore line, to the bound first named. *Teachers,* Caroline P. Dalton, Principal; H. Augusta Moulton, Assistant. *Committee,* James A. Farless.

MASON-STREET SCHOOL. *District Limits:* From the North River, including both sides of Grove street, to the gate of the cemetery; thence, by Grove, School and Barr streets, excluding both sides thereof, and south to the river; thence, by the river, to the bound first named. *Teachers,* Lydia L. A. Very, Principal; Emeline M. Littlefield, Assistant. *Committee,* Daniel Varney.

WILLIAMS-STREET SCHOOL. *District Limits:* From South Bridge, by the river, to the Eastern Railroad; thence, by the railroad to the North River, thence, by the river and Bridge street, including both sides of the street, to Northey street; thence through the centre of Bridge, Pleasant, Brown, St. Peter, Essex, Central, and Lafayette streets, to the bound first named. *Teachers,* R. Anna Harris, Principal; Mary E. Davis, Assistant. *Committee,* James A. Farless.

The following Text books are prescribed for the Intermediate and Primary Schools :

Hillard's First, Second, Third, and Fourth Readers.

" My First School Book."

" Worcester's Primary Spelling Book."

Colton and Fitch's Introductory Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and a Slate.

REPORT OF THE THIRD VISITING COMMITTEE.

In presenting their Annual Report, the THIRD VISITING COMMITTEE would desire to express their satisfaction, with the general condition of the schools under their charge. If not greatly above, we do not think that they can fairly be said to be below the average of such schools in other cities and towns.

A Primary school affords but a narrow field for display. The best results which are here worked out, are not of a showy kind. Its first scholars can neither declaim, nor present original essays before an admiring public. Its work is of such a rudimentary character, that there is danger of underestimating the labor of the teachers, and the progress of the pupils. The committee therefore desire to commend the fidelity and industry of the teachers in general, while candor compels them to admit, that some are so lacking in efficiency, and are so destitute of that aptness for the office, which is indispensable to success, that a change is desirable.

The committee have at this time no special suggestions to make, except in regard to two of the schools. The condition of the Broad street school house, demands some action on the part of the Board. The lower part of that building is as illy contrived as possible for the purposes for which it is used. In one of the rooms there is but little light and absolutely no ventilation. With windows open and the thermometer down to shivering point the effluvia is sickening. In this dark, cold, ill-smelling room, from forty to fifty-five of the youngest children, are herded

together, to be forcibly impressed at the outset with the truth, "there is no royal road to learning." To heighten the advantages already enumerated, the room is barren of closet or ante-room, and all out door garments of the pupils, are stowed promiscuously in eligible corners, or displayed against the wall, to increase the purity of the air and the cheerfulness of the surroundings. Your committee earnestly urge upon the Board to appoint a special committee, to see what improvement is possible, convinced that however much retrenchment may be desirable in other directions, expenditure here, is the truest economy.

The Phillips Primary has retained its numbers and organization since the last report, and is believed to be in no way behind other schools of this grade, though the material found in its several rooms is of a most unpromising character. The committee are pained to report a very large amount of truancy. This has been a source of great annoyance. The only remedy for which, is a truant law, properly enforced. The teachers ask in despair, "what can we do"? "shall we ever have a truant law"?

Since the fire of May last, that portion of this school occupying the Lynde Block, are compelled to take rooms, in the basement story of the Phillips school building, which had been abandoned as being wholly unsuited for the purpose of schools, and the experience of every day has confirmed the character it had before gained, as being *low, dark, damp and unhealthy*, and wholly without ventilation. The floors have rotted away beneath the feet in one room, and in all, the seams have opened so as to make the rooms untenable in cold weather. An attempt has been made to remedy

the evil by caulking the cracks with oakum ; but this does not reach the evil. The building has no cellar and is open to the weather beneath the floors, rendering the feet, of both children and teachers, so cold and uncomfortable, that no attention can be given to the studies, and in many instances, serious sickness is believed to have been traced to this cause. During the entire season since its occupancy, it has been necessary, even in the hottest weather, to keep fires in all the rooms, to render them at all tenantable. These evils are believed to be of too serious a nature, to be passed by or forgotten, and being inherent in the building in its present condition, the Committee feel the necessity of timely action to provide a suitable remedy.

In conclusion the Committee desire to call the renewed attention of the Board, to the whole subject of Primary Schools. They are glad to believe that in the present Superintendent, these Schools have found a wise and earnest friend. They trust that he will be unsparing in making suggestions and pressing sorely-needed changes—believing as they do that Primary School work, though unobtrusive and largely out of sight, must be well cared for, in order to give the highest effectiveness to the whole system of Public Instruction.

For the Committee.

E. S. ATWOOD, Chairman.

REPORT OF THE EXECUTIVE COMMITTEE.

CITY OF SALEM :

In School Committee, Jan'y 24, 1867.

The Executive Committee ask leave to Report :

That extensive repairs were needed upon the wooden school houses ; and such repairs were made as seemed to be necessary to preserve this portion of the public property.

During the year the School Committee have increased the salaries of all the teachers, both male and female, to take effect from the 1st of July, 1866.

They have also elected a Superintendent of Public Schools, who entered upon his duties the latter part of September. His salary is established at \$2000, per year.

The salaries of the teachers are as follows :

Master of the High School	\$2000 00
Sub-Master “	1200 00
First Assistant “	850 00
Other Assistants “	650 00
Principals of Epes, Hacker, Pickering, Browne and Phillips Grammar Schools	1500 00
Principals of Bentley and Higginson G. Schools	800 00
Sub-Principals of Higginson	550 00
And all Principals in Primary, each	525 00
“ Assistants “ “	450 00
“ “ in Grammar “	500 00

Bills have been audited of the amounts and for the purposes following :

Salary of Jonathan Kimball, Sup't	\$576 92
-----------------------------------	----------

SALARIES OF TEACHERS.

<i>High School :</i>	\$5,024 99
----------------------	------------

Grammar Schools :

Bentley,	\$2,100 00	
Browne,	2,748 00	
Epes,	800 00	
Hacker,	2,250 00	
Higginson,	2,150 00	
Phillips,	2,649 76	
Pickering,	2,700 00	
	<hr/>	16,397 76

Primary Schools :

Aborn Street,	\$887 50	
Bentley,	1,300 00	
Bridge Street,	887 50	
Broad "	1,712 50	
Browne,	2,581 25	
Fowler Street,	1,300 00	
Mason "	887 50	
North "	1,712 50	
Phillips,	2,506 24	
Williams Street,	887 50	14,462 49
	<hr/>	<hr/>
		\$36,462 16
		<hr/> <hr/>

Amount of Salaries bro't forward,		\$36,462 16
Repairs by painters, &c.	\$2,007 75	
“ Miscellaneous,	73 74	
Books, stationery and binding,	1,117 47	
Care of Houses,	1,101 35	
Fuel,	3,674 46	
Printing and advertising,	276 00	
Furniture, mats, &c.	1,079 92	
Rents,	93 05	
Teaming,	94 00	
Stove and Furnace work,	537 95	
Andrews' Prizes,	67 75	
Miscellaneous,	433 77	10,557 21
		<hr/>
		\$47,019 37

RECEIPTS.

From School Fund,	\$663 15	
“ Trustees Brown Fund,	200 00	
“ Andrews Fund,	85 50	948 65
		<hr/>
		\$46,060 72
		<hr/>

Whole appropriation,	\$48,000 00
Total disbursements,	46,060 67
	<hr/>
Remaining unexpended,	\$1,939 33

Respectfully submitted,

In behalf of the Committee,

DAVID ROBERTS, *Chairman.*

REPORT OF THE SUPERINTENDENT.

To the School Committee of the City of Salem :—

GENTLEMEN :

One of the duties which you have prescribed for the Superintendent of Public Schools is "to prepare and present to the Board, on the third Monday of March in each year, a general report of his labors for the year then closing, accompanied by such statistical tables, and such suggestions in regard to the increase of the efficiency and usefulness of the schools as he may deem advisable."

The time that I have spent here, being but a part of the proper year, renders it unnecessary for me to apologize to you for what must be a comparatively short and incomplete attempt; but, as you have expressed a desire that this report should be prepared *now*, rather than two months later, it gives me pleasure to meet that desire.

The object I have endeavored to keep in view since my connection with the schools in this city has been, to make myself early and well acquainted with the practical working of them in their daily course; to meet their teachers in the spirit of friendliness and inquiry, and thus to be prepared to exercise such an influence over them as might conduce to their truest interests. I have felt that much wisdom was conveyed in a few brief remarks of the Second Visiting Committee of the last year to the effect that "great results were not to be looked for immediately;" and, "that the superintendent if a wise man would not at once propose radical innovations;"—and have employed what efforts I have made, rather accepting the usual order of things, than hastily attempting to alter it.

The ordinance that created this office makes the Superintendent the agent of the Board in such duties as they shall judge appropriately connected with the care and supervis-

ion of the schools. These you have prescribed with distinctness and fullness in the School Regulations, and by these I have attempted to be guided. If I have succeeded in carefully and systematically visiting the sixty-four teachers employed in the public schools; in attending all meetings of the Board, of the Executive and Visiting Committees, when required; in meeting varied daily calls for several hours each week at the office; in advising and directing teachers relative to all questions in instruction and discipline; in seeing to the proper enforcement of the Regulations, to the transfer of pupils from one school to another; if I have taken cognizance of all cases of truancy and non-attendance, and have seen that the laws affecting such cases were executed; if the state of the school houses, their yards, furniture, modes of heating and ventilating, the direction of their janitors in respect to prudence and care of the public interests, the superintending of all authorized repairs, alterations and supplies have been attended to; if the procuring of fuel and all necessary articles of furniture, contracting for books, stationery, maps, &c., furnished at the expense of the city, and other similar duties have been fully and faithfully met, not to speak of those incidental, or growing out of these;—more than I dare to hope has been accomplished.

VISITING.

During the four months spent here I have made 379 visits to the different teachers in the employ of the city for the purpose of learning the state and management of the schools, not to speak of at least a third as many more upon other matters. These have, in almost every instance, been made without any expectation on the part of the teacher. Some of these have been long, some brief; but none that did not extend through sufficient time to note the air of the room and its temperature, its tidiness and that of the pupils, or the contrary, their movements, their attitudes, their diligence, the spirit and bearing of the

teacher, the tones of his voice, his habits of questioning, and such other matters as cannot be enumerated.

In these visits I have sometimes been a silent spectator; sometimes, at the request of the teacher, have asked questions; sometimes have taken the entire management of a class for several minutes. I have seized the passing allusion of a lesson to make remarks upon school duties and advantages; have conversed freely with the instructors upon their modes of teaching, and have answered, when I could, their questions of trial or doubt. In cases where truant or disobedient pupils were presented to my attention, it has been my aim to present to the young before me the importance of the better way, and to infix early in their minds the importance of correct school habits and deportment.

I could not, without a sense of having committed a wrong, pass over, unmentioned, the courteous and friendly treatment, which, in a rather trying position, I have uniformly received from these numerous teachers. Some of them have been warm in their expressions of welcome; all have been cordial. It has made, I trust, our intercourse mutually profitable, and I desire in this public manner to thank them for having made me early feel at home.

In pursuing what I have to say, allow me to make a few remarks upon each grade of schools existing in our city, more especially dwelling upon the character and wants of the youngest class, to which I have had my attention most directed.

PRIMARY SCHOOLS.

These are ten in number, employing 34 teachers, and had, connected with them, on the 15th of the present month, 1676 pupils, making an average of 49 to each teacher—a number less than in some cities, but, it is believed, sufficiently large.

Two of these schools have six teachers each; *two* have four; *two* have three; *four* have two. It is certainly fortunate that circumstances have aided our city so much

in combining these ten schools under so few heads. This strengthens their efficiency. They present a strong contrast to the spectacle of small, isolated gatherings in detached buildings, expensive to be cared for, and difficult to classify. There is in these a partial classification, and the foundation for a very good one. This partial one needs to be made more distinct. Although a very rigidly drawn one may be difficult, I am of opinion that an approach to it should be attempted. Some cities, as Chicago, Cincinnati, and Boston, have tried it, and with desirable results. In the last, for example, the youngest, or sixth class, is confined to a fixed number of pages to be read, exercises in spelling columns, and words selected from the reading lessons, the careful utterance of these words and their elementary sounds, which the teacher first repeats to the class. Cards of a large size are used, illustrating the elementary principles of letters, and assisting the young learner to print them at an early period. The idea of numbers is introduced by the aid of objects, numeral frames, marks upon the board, and similar devices. Maxims, moral and economical, have their share of attention, and the repetition of varied kinds of simple verses in concert or otherwise, adds to the acquirements of the child. Mingled with these, at intervals, is singing for five or ten minutes, twice every day. Here, too, may be begun, what should never be discontinued, simple object lessons. The distinctions of color, form, size, &c., with objects at hand illustrating these, and short lessons upon natural history from pictures or cuts, are not out of place. It is also a part of the school regimen even in this youngest class to practice, twice at least each day, some form of simple physical exercise for the purpose of relieving the constrained and long-continued attitudes of the school room.

What has been said of this youngest class may, with suitable changes, be affirmed of the successive ones; so that the child every few months can look forward to taking an upward step in his school progress. Should it be said

that the common arrangement of school classes affords something very like this, it is granted. All advocated, is, such a definition of what is to be accomplished at a certain stage, and in certain classes, that all teachers of Primary Schools, when teaching a class of particular name, may feel the common interest arising from the consciousness that they are working in unison with others.

It is not to be assumed that the exercises alluded to above as properly making part of a primary course, are neglected wholly; far from it. They are to a greater or less extent practiced, and with sufficient success to show that they might be required with profit as part of an established course.

How the prescribed studies of these schools are taught is a topic to which much space might be devoted. I cannot resist the conviction that here, as in many places, too much reliance is placed upon book teaching. This part of the work must not be neglected; but it must be relieved through a child's entire course by much oral instruction. The story of the school reader must be so learned that the words may be promptly called; yet from an early stage of his progress the teacher should translate the lesson read, into other language, even if less choice, and exercise the pupil in attempting the same. She will thus do something toward banishing the high, strained tones that so often wound the ear. The questions in mental arithmetic should be often varied, and the learner accustomed to frame them for himself. If a class is employed upon geography, the dry definitions of natural divisions will be rendered less wearisome by the sketch of some country or lake upon the board. Some apt word in the spelling lesson will be seized upon, and the young Johnsons incited to make a trial in defining. Some common primitive will be selected, and the class shown what families of words may cluster round a common parent.

There is even now a good amount of oral and object teaching practiced in these schools. There is room for much more, and it is to be hoped that this will come in due

time. Certain I am that whatever breaks away from a too formal adherence to the printed page, and accustoms the children to depend more upon their power of individual attention, is action in the right direction.

There are simple physical exercises practiced in many schools, that should belong to all of this grade in our city. They are of the greatest importance; not that they give activity merely, and strengthen the system, but that they change the employment at stated times, and give relief to the unnatural constraint that young children are compelled to undergo.

The use of the slate, one of the best devices for attracting the attention of the young, is, I am glad to say, so far as I have observed, universal. It is used in spelling, in exercises in arithmetic, in learning to print and to write, and with some success in giving a taste for drawing simple objects. This last use cannot be passed without a word of commendation. Nothing more pleases than to see the outline of some well known object gradually grow into recognition under the hand of one skilled in the use of the pencil, or the crayon, and apt imitators like young children, may be beguiled of much mental weariness by even very rude attempts at imitation. Several of our teachers are ready and successful in a high degree in thus engaging the efforts of the young, while their own more finished attempts impart an air of taste and refinement greatly to be valued.

The order in the Primary schools seems to deserve a word of remark in this connection. A stranger who should visit these in succession would find prevailing very great differences in this regard. This is to be expected. The material which makes up the schools, is various. Some of the children are accustomed to well trained homes and intelligent instruction in the proprieties of life; some are entirely without these influences. Some are never restrained, because of a mistaken tenderness on the part of parents; others are too much thwarted in little things, and all restriction is hateful to them. There are nervous

children, that cannot be orderly long at once; then there are sluggish ones, who find this no hardship. The same general management must provide for both. It is evident that much tact and experience are called for, to be successful, under these conditions, in keeping up a high degree of order without the use of undesirable means. Yet this is, in more than one of the schools, achieved. In several the order is good. In some rooms such order is not reached, and the teachers tire themselves, and pain their visitors, by ineffectual attempts to do hastily what can be done only by calm and steady effort.

These schools suffer much in individual instances from truancy. I have had repeated calls to aid the teachers in repressing it, and have given much time to inquiring into its causes, and in trying to work upon the moral sense of the offender, and impress upon him what he loses by the vice. There are many home and out of door influences which make a radical cure of the habit very difficult, in some cases hopeless. Our city is not alone in being perplexed with the growing evil. The reports of nearly all the committees in our cities and towns, summon the attention of parents to its prevalence.

Truant officers, when they are systematic in their exertions, help much in returning the offenders to their respective schools, and the occasional removal of a well-known truant to some place of reform, doubtless exercises a wholesome restraint. Until our city has made trial of employing these, or of some other expedient which has been found by the experience of other cities to work well, it is useless to expect that the evil will be greatly diminished.

I cannot close without recommending these interesting schools to the increased notice and care of parents and the public. They deserve this, from year to year. They are taught by faithful, pains-taking teachers, who spend many a weary hour in services never figuring in any report. They need many facilities for pursuing their work which it is to be hoped they will soon possess; and

the consciousness that they are laying well the foundation of future years, will not fail, I trust, to be their best reward.

GRAMMAR SCHOOLS.

The seven grammar schools, under their proved instructors, still deserve the commendation given them in the last year's report. The examination of their most advanced candidates for admission to the High School last July showed pretty accurately the range of study they pursue, and the proficiency they attain. It is not through this test alone, however, though a very good one, that we should judge of their standing. Are they training their youth in good habits of study? Do they teach them to think? Are the young here collected from year to year, brought to love study for its own sake? Do they here gain from their daily experience such lessons of wisdom, and justice, and love, as may make them grow up into noble men and women? Do they here learn, and make their own, the great law that underlies what the statute calls "good behavior"? If such acquirements are a part of the mental and moral discipline they carry away from these institutions, they are indeed blessed; and doubly so the teachers who shall see them exemplify, in after life, these virtues.

Without attempting to remark upon either excellences or defects in the modes by which these teachers strive to realize the ideal standard toward which they aim, I may be allowed to say that it has been my pleasure to hear recitations to them in history, in grammar, in arithmetic, as exhaustive of the points under consideration as could be well conceived; and though there is quite a diversity in the style of instruction, and sometimes an impatience of slowness that were better restrained, few persons acquainted with teaching would hesitate to assert that their methods are, upon the whole, judicious, and form a basis of high improvement in the future.

HIGH SCHOOL.

Our High School, under the guidance of its energetic instructors, seems to be answering well the purposes for which it exists. It would not be becoming me, so recently a resident here, to enter upon a discussion of its modes of treating subjects, even had I spent in it an amount of time which I have not, or possessed that knowledge of its past to which I can lay no claim. I have listened there to carefully prepared recitations in elementary and advanced Latin and Greek classes, to lessons in Physiology showing much study of that subject, to othes in Natural Philosophy and Algebra. I have heard there, also, exercises in German and French. The young men of the school have given evidence there, as more publicly, of what they are doing in declamation, that "youthful poise toward oratory". There is plainly a good working disposition in the school, coupled with a care to attend constantly, both of which are highly to be commended. I am gratified to learn from intercourse with the teachers of Grammar schools, that their pupils look forward with earnestness to the time when they, too, may claim a connection there.

I may say here, in passing, that it is to be desired for the sake of the classes in Natural Philosophy, that the fine apparatus belonging to the school may have some place of deposit more convenient than that which it now occupies, and may be thoroughly cleaned and repaired.

You will allow me to call your attention to the gratifying public spirit that the members of the school have shown, in procuring several valuable busts and engravings, the past year, to ornament their halls, thus following an example so tastefully and generously set by their previous teacher, and one which has not wanted imitation on the part of other friends to the school.

BOOKS FOR INDIGENT CHILDREN.

The reports annually made, show for some time past the large sum of about \$550, on an average, to have been paid

yearly for school books from the city treasury. A large part of this expenditure must have been made for books provided for the children of indigent parents, or of those who have represented themselves to be such. A well-known provision of the statute provides "that if any scholar is not furnished with the requisite books, he shall be supplied by the School Committee at the expense of the town, and that they shall give notice to the assessors of the names of books furnished, and their prices, and that the assessors shall add the price of the book to the next annual tax of such parents." I regret to learn that there are supposed to be many instances, in which persons who might make provision for their children, do yet declare they are unable to do so, and avail themselves of the city's liberality, while the notice to the assessors provided for by the law, has not been usually, if ever, presented.

EMPLOYMENT OF TEACHERS.

As vacancies are occasionally taking place in our schools, it is important that the several visiting committees, whose business it is to select, in the first instance, those who shall fill these vacancies, should have at hand the names and standing of as many promising and well-qualified candidates as possible. These will generally be of our own city, and of towns in the neighborhood. But I think it would be well to open the field even more widely. Teachers, or those who would become so, not infrequently apply, by letter, or in person, at the office, to inquire if there are vacancies in our schools, and desire to know how they may make application. These are referred to the different visiting committees, with whom the power rests, as it properly should, to report or nominate such persons as they shall find qualified, upon making suitable examinations. In some large cities, the difficulty of meeting with the right candidate at the moment of necessity has given rise to the practice of appointing a sub-committee, or board of examiners, who, every year, or perhaps oftener, hold a meeting for the purpose of becom-

ing acquainted with, and examining such individuals as desire to teach in said cities, and who, after a careful canvassing of their literary qualifications, and capacity for the government of schools, give a certificate to such as they deem so qualified. From these the district or visiting committees report for filling vacancies such as are judged best adapted to said vacancies.

I think this course with the proper modifications might be adopted here with decided advantage to our schools, and recommend it to the favorable notice of the committee.

SCHOOL BUILDINGS, AND VENTILATION, HEATING, &c.

You will recollect, gentlemen, that early in my service here occasion was taken to call your attention to the subject of ventilation, school furniture, and sundry similar matters.

You will pardon my speaking upon this subject again, because what was then prophesied in respect to insufficient heating and deadly air, has been, and is now, experienced in a degree quite as great as was to be anticipated. During this winter, and especially during this present month, the weather has been too cold to ventilate with safety by the usual resort to the windows, and in a great proportion of the houses the supply of heat was not sufficient to *allow* this without a serious reduction of temperature.

There are, it is true, in more or less of the houses, traps in the ceiling or walls, that promise a change of air to the eye, but break it to the other senses. When there are windows in the attics, and these are opened, a kind of current passes fitfully through the trap in the ceiling and gains the open air, and thus a partial change takes place. But on stormy days when these windows *should* not be open, and those in the school room *must* not be, and yet a fire must be kept up for the sake of physical comfort, the state of the atmosphere may well be described under the epithet of 'horrid'—an epithet which an intelligent parent

recently used to me in reference to one of our school rooms into which he had entered. Teachers constantly complain of the air as 'close', 'foul', 'bad', and lament that they have no remedy against partial suffocation, but partial freezing. Even if it be granted that they exaggerate, the very exaggeration proves a painful reality to exist. I am aware that the matter is a difficult one fully to remedy. Cities and towns at great expense sometimes have attempted it, but have not perfectly succeeded. Even the largest and most improved public buildings, when filled with a crowd for hours, exhibit a bad state of the air. Yet there is certainly a possibility of some improvement. The Browne school house is a large one, with a pretty airy position; yet let a visitor enter one of its Primary or Grammar rooms, and then pass to those of the Bentley, or Pickering, or North street even, and he will not fail to mark the contrast. The Browne school, although it appears to have more or less passages for the egress of air, has, in reality, next to no circulation by any artificial ventiducts; while the other three, though not fully ventilated, are at a great remove from the Browne, whether purity of atmosphere, or freedom from dangerous drafts, be considered.

I have not selected the Browne school house because it is the worst ventilated building which our schools occupy. Such it certainly is not, when compared with such rooms as contain the children of the Williams street, the Aborn street, or the Phillips Primaries. The rooms of the last, in particular, are very low and in two instances lighted on but one side, so that tolerable ventilation is absolutely impossible on many days of the year. When to this is added the low position of the house and the damp state of the floor, as well as the gloomy and dusty passages through the building, it must certainly be allowed that the pursuit of knowledge under difficulties is still practically illustrated amongst us.

It is not for the purpose of saying again what has been said before upon this subject, that these remarks

have been made, but with the hope that something may be done, and that, too, before another cold season finds us in the same position as at present. Allow me to add that several of our worst rooms might be made much more endurable by the addition of suitable appliances for ventilation, especially such as are heated by furnaces of sufficient capacity to allow air unfit for further breathing to escape.

I ought to say much more upon this point, but should become tedious, if I have not been already so. Those of you, gentlemen, who are fresh in your acquaintance with some of these rooms, will bear witness that a very feeble idea has been given of the discomfort and stupor that they induce.

GRADED ROOMS.

Of our Grammar schools, the Phillips, the Bentley, the Pickering are provided with regularly graded rooms. The other four still lack this modern improvement so generally adopted in cities and large towns. I suppose the superiority of such graded rooms over large halls and contracted class rooms for recitation, is acknowledged everywhere. When the Phillips school was graded a step was taken in the right direction. There are but two more houses capable of being thus treated, viz: the Browne and Higginson, and to the former of these as standing most in need I earnestly invite your attention and that of the city authorities.

There is at present an amount of unoccupied room in this house sufficient to seat from 50 to 100 more scholars than now attend there, were the house arranged according to some improved plan of structure, and better passages could be given, and better entrances, than are now possessed. The heating and ventilation could be made far superior to what they are. Though the yard limits are too small, they are better than those of some houses, and would be as convenient, were the plan of the building altered, as they are now. The square form of this struct-

ure admits of a very easy change in its internal arrangements, and so valuable would be the improvement in every respect, that, though economy is a matter of high importance, it is respectfully submitted that a true one has reference to a judicious expenditure *now* for future advantage, rather than to a present saving which involves a steady future loss.

With these remarks referring to houses that can be graded, we must not lose sight of two, that, by all past and present consent, seem to be unsuited to the wants of our city and yet 'still live' in all their imperfection, ugliness and inconvenience. One is upon the extreme of the city, a hired building, with unhandy and ill-proportioned rooms, accommodating a Grammar and a Primary school, and accommodating neither well, if we regard its location merely, much less so, if we look at its in-door space. The other is the Hacker building, devoted exclusively to a Grammar school well attended by as promising a throng of boys as can be found,—a building cold as possible in winter, hot and dusty in summer, noisy always from passing carriages and whistling locomotives, built as if to shut out on the lower floor all cheerful associations, and above crowded with glaring windows which shake with the decrepitude of age in every wind.

The surroundings, too, are everything but what they should be. The yard is cold, sunless, ridiculously small, and overlooked by the contiguous buildings. The street that passes by is partly 'fenced' by the basement, and, narrow and inclined as it is, makes the main playground for more than a hundred active youth. So good a school deserves a better place of study, and the city owes it to them and to their parents to provide such as early as can be done without detriment to higher public interests; and what these are it would be difficult to state.

Though several topics remain that I would gladly discuss in this report, besides such as always arise to the mind when reflecting upon a subject so important in every way as public education, the length to which these remarks

have been extended, warns me to omit what it would be grateful otherwise to enter upon.

I therefore close with invoking for the Public schools of our city the continued esteem of its citizens, the well directed efforts of the committee, the liberality of the City Government, and the blessing of a co-working Providence.

Respectfully submitted,

J. KIMBALL,

Supt. of Public Schools.

The following Summary of Statistics may interest readers of this Report :

Population of the city in 1865	- - - - -	21,197
Number of persons in the city between 5 and 15 years of age,		
May 1, 1866,	- - - - -	4,809
Total enrollment of pupils in Public Schools during the year,		3,657
Average whole number of pupils of all grades, belonging to the		
schools the past year,	- - - - -	2,762
Average daily attendance of pupils in all the schools the past		
year,	- - - - -	2,382
Average daily absence of pupils in all the schools the past year,		380
Average per cent. attendance of all the schools,	- - -	.86
Decimal ratio of the average number belonging to the schools,		
to the whole number of children between 5 and 15 years of age,		.57
Average whole number of pupils belonging to the High School in		
the year 1866,	- - - - -	111
Whole number of seats in High School house,	- - -	244
Average number of pupils to each teacher,	- - - -	22
Average number of pupils belonging to Grammar Schools in the		
year 1866,	- - - - -	989
Average number of pupils to each teacher in Grammar Schools		40
Whole number of seats in Grammar School Houses in the year		
1866,	- - - - -	1,259
Average number of pupils belonging to Primary Schools in the		
year 1866,	- - - - -	1,662
Average number of pupils to each teacher,	- - - -	49
Whole number of seats in Primary Schools in the year 1866,		1,750
Whole number of such seats without desks or other support for		
books or slates,	- - - - -	738
Sum appropriated for each child between 5 and 15 years,	-	\$9 78
Total expenditure for School purposes, for the year ending		
Dec. 31, 1866,	- - - - -	\$47,019 37

TABLE

Showing the Whole Number, the Average Attendance, &c., of the High, Grammar, and Primary Schools,
during the Year 1866.

Names of Schools.	Whole Number different pupils in 1866.			Average Number belonging to the School.			Average Daily Attendance.			Sent to Grammar Schools.			Sent to the High School.			Received from Public Schools.			Per Cent Attendance.	Over 15 years of age, Dec. 31, 1866.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Boys.	Girls.	Total.
HIGH SCHOOL..	70	87	157	48	63	111	47	60	107							27	23	50	96+	49	62	111
BENTLEY G. S.	....	230	230	....	178	178	....	158	158	....	5	5	....	11	11	....	18	18	89—	....	13	13
BROWNE.....	129	80	209	94	58	152	55	85	140	2	2	4	5	3	8	25	10	35	92+	7	2	9
EPES.....	45	46	91	30	33	63	28	31	59	....	1	1	1	2	3	8	8	16	94—	....	....	....
HACKER.....	150	....	150	117	....	117	111	....	111	7	....	7	11	....	11	23	....	23	95—	3	....	3
HIGGINSON.....	....	211	211	....	161	161	....	149	149	....	3	3	....	6	6	..	27	27	93—	....	8	8
PHILLIPS.....	249	....	249	166	....	166	149	....	149	6	....	6	8	....	8	91	....	91	90—	6	....	6
PICKERING.....	107	94	201	82	70	152	78	65	143	....	1	1	3	4	7	16	18	34	94+	4	....	4
ABORN St. P. S.	104	70	174	74	46	120	57	38	95	6	2	8	....	....	....	6	9	15	79+	....	....	....
BENTLEY.....	....	255	255	....	124	124	....	115	115	....	10	10	....	....	....	..	18	18	93—	....	....	....
BRIDGE St.....	66	52	118	44	35	79	35	28	63	3	4	7	....	....	....	9	1	10	80—	....	....	....
BROAD St.....	153	146	299	85	89	174	83	78	161	11	16	27	....	....	....	11	16	27	93—	....	....	....
BROWNE.....	260	91	351	257	89	346	203	59	262	23	7	30	....	....	....	No record.			76—	....	....	....
FOWLER St....	96	82	178	63	49	112	50	52	102	10	8	18	....	....	....	7	12	19	91+	....	....	....
MASON St.....	69	49	118	49	35	84	39	26	65	2	5	7	....	....	....	No record.			77+	....	....	....
NORTH St.....	145	124	269	109	98	207	95	72	167	13	14	27	....	....	....	12	6	18	81—	....	....	....
PHILLIPS.....	388	....	388	285	....	285	236	....	236	21	....	21	....	....	....	14	..	14	83—	2	....	2
WILLIAMS St..	96	89	185	62	69	131	46	54	100	7	6	13	....	....	....	11	9	20	76+	....	....	....

COURSE OF STUDY IN THE SALEM HIGH SCHOOL.

LANGUAGES.

	<i>Mental Science.</i>	<i>Greek.</i>	<i>Latin.</i>	<i>French and German.</i>	<i>English.</i>	<i>History.</i>	<i>Natural Science.</i>	<i>Mathematics.</i>
Sept. to Mar. 1st Year.			Latin Gram. [And. & Stod.]		Bullions's Eng. Gram.	Anc. Hist. [Wil.'s Outl.]		Arithmetic. Algebra. [Greenl't's El.]
Mar. to Sept. 1st Year.			Latin Gram. Latin Reader. [Andrews.]		Analysis and Parsing.	Anc. Hist. [Wil.'s Out.]	Nat. Philos. [Quackenbos.]	Algebra. [Greenl't's El.]
Sept. to Mar. 2nd Year.		Greek Gram. [Sophocles.]	Latin Reader. [Andrews.]	Magill's French Gram. Fivas' Reader.		Mod. History. [Wil.'s Out.]	Nat. Philos. [Quackenbos.]	Algebra. [Greenl't's El.]
Mar. to Sept. 2nd Year.		Greek Gram. [Sophocles.]	Cæsar. [Andrews.]	Dumas' Napo. Dumas' Reader.		United States Constitution.	Physiology. [Hooker.]	Geometry. [Davies' Leg.]
Sept. to Mar. 3rd Year.		Owen's Xen. Anab.	Cæsar finished. [4 books.] Sallust, or Ovid	Dumas' Napo. Charles XII.	Rhetoric. [Newman.]			Book-Keep'g. Geometry. [Davies' Leg.]
Mar. to Sept. 3rd Year.		Xen. Anab.	Cicero.	Picciola. Plays.	Rhetoric. [Newman.]		Chemistry. [Youmans.]	Trig. & Surv'g. [Loomis.]
Sept. to Mar. 4th Year.	Men. Philos. [Champlin.]	Owen's Xen. Anab. Homer's Iliad. [3 books.]	Virg. Æn. Lat. Prose Com	Germ. Gram. Adl'rs Reader.	Eng. Liter. [Chaucer.] [Spenser.]		Astronomy. [Mattison.]	Rev. Math. College Class.
Mar. to Sept. 4th Year.	Paley's Ev. of Christianity.	Greek Prose Composition [Arnold.]	Virg. Ecl. Horace. Lat. Prose Com	Undine.	Eng. Liter. [Shakspeare.] [Milton.]		Botany. [Gray.]	

Themes and Declamations, tri-weekly through the Course. College Classes omit Mental Science, French, German, and after the second year, Natural Science, and Mathematics. Other pupils take the whole course, omitting Greek.

The following is a list of the different studies pursued in the High School during the year 1866, and the number in each:

Algebra	132	Chemistry	17	English Literature	23	German	12	Latin	154	Physiology	41
Book-Keeping	17	Composition	157	French	48	Greek	30	Philosophy (Nat.)	79	Rhetoric	41
Declamation	70	English Grammar	93	Geometry	34	History	132	Philosophy (Ment.)	14	Trigonometry	11

The following Questions were given to the Candidates for admission to the High School, at the examination in July, 1866 :

GRAMMAR.

" We should by no means lower the standard of excellence at which all ought to aim."

1. Tell kind of sentence. Analyze last clause, and tell what word connects it with the preceding one. Point out the verb in the 1st clause and the phrases which modify it.

2. Parse *by, which, at, to aim*.

3. What kind of pronouns are *we* and *which*, and what do they stand for?

4. Tell moods and tenses of the verbs, and the kind of each.

5. Decline in both numbers, *which, we, means, standard*.

6. If you change the *form* of the 1st clause, without changing the sense, in what case will *standard* be? in what *we*?

7. Write the synopsis of *to aim* in the Indicative, Potential, and Infinitive moods, Active voice.

8. Name all the participles of *to aim*, both voices.

9. Point out the adjectives in the sentence, compare them, and tell what they limit.

10. Correct *all* the errors in the following sentences :

Each studies their own book.

Will you learn me to spell!

New york with other places, were took by the enemy.

Alfred has ate them apples which was laying on the table.

George has wrote and invited Henry and I to visit him.

GEOGRAPHY.

1. Name eight of the largest rivers in New England.

2. What is the width, in degrees, of the Zones, and which are the great circles?

3. Locate Cleveland, Columbus, Chattanooga, Pike's Peak, Glasgow, Havre, Warsaw, Mecca.

4. What States and waters bound Illinois?

5. What States and rivers would you cross in going from Milwaukee to Mobile, in a direct line?

6. Name eight tributaries to the Mississippi.

7. Which is the Palmetto State? The Lone Star State? The Switzerland of America? The Pine Tree State?

8. What forms of Government exist in South America? What is the Government of Patagonia? What river in Venezuela?

9. What countries border on the Red Sea?

10. Tell the Capitals of New Mexico, Washington Territory, Wisconsin, Chili, Sweden, Switzerland, Egypt.

Name three Republics in Europe.

HISTORY.

1. What government commissioned the Cabots? James Cartier? Ferdinand de Soto? By what nation was Brazil discovered and when?
2. By whom was Virginia discovered and when? In whose reign did he die?
3. Tell what you know about John Eliot? About the establishment of Harvard University?
4. Give an account of the Boston Massacre. When did it take place?
5. When was the National Flag adopted by Congress? Describe it.
6. Which were the two most populous cities of the original colonies, at the time of the Revolution? Which the two most populous colonies?
7. Give the dates of the Battles of Saratoga, Cowpens, Yorktown, Bunker's Hill.
8. What is meant by "the Missouri Compromise"? In whose Presidency was it established?
9. How many Senators is Rhode Island entitled to send to Congress? How many New York? How are U. S. Senators chosen? What is the term of office of a Senator of the United States?
10. Who was the first President of the United States? When and where was he inaugurated? Who was the sixth President?

ARITHMETIC.

1. Divide eight thousand and twenty-five hundredth millionths, by one hundred and seven ten-thousandths. Also divide four thousand one hundred and thirty-four millionths by one hundred and six thousandths. Find the product of these quotients, and express the answer in figures and in words.

2. Add $\frac{1}{3}$ of $\frac{2}{7}$ of $28\frac{3\frac{6}{7}}{4\frac{2}{7}}$ to $3\frac{39\frac{1}{2}}{105}$.

3. What part of a lb. is 2 oz. $4\frac{1}{2}$ dr.?

4. A goldsmith manufactured 1 lb. 1 dwt. 16 gr. of gold into rings, each of which weighed 4 dwt. 20 gr. He then sold the rings at \$1.25 each. How much did he receive for them?

5. The hind wheel of a carriage is $10\frac{1}{2}$ feet and the fore wheel 9 feet in circumference. How many revolutions will each make in running from Gloucester to Salem, the distance being 16 miles?

6. What will be the cost of a pile of wood 12 ft. 6 in. long, 4 ft. 4 in. high, and 4 feet wide, at \$8 per cord.

7. What is the difference between the true discount and the bank discount of a note for \$1075, having 7 months and three days to run?

8. If $\frac{5}{9}$ of a lb. of tea cost $2\frac{2}{3}$ of a dollar, what will .7 of a lb. cost?

9. A person sold two pianos for \$650 each. For one he received 20 per cent. more and for the other 20 per cent. less than the cost. Did he gain or lose by the sales, and how much?

10. If 375 men, in 9 days of 10 hours each, can dig a trench 700 feet long, $4\frac{1}{2}$ feet wide and 7 feet deep;—how many men will be required to dig a trench 1568 feet long, 3 feet wide and 6 feet deep, in 12 days of 9 hours each?

TABLE shewing Names of Teachers Employed in service of the City, in what Schools, the date of their commencing Service, and Annual Salaries.

HIGH SCHOOL.	Abner H. Davis	Sept. 1864	\$2000	BENTLEY P. S.	S. Augusta Brown	Nov. 1842	\$525
					Eliza G. Cogswell	Sept. 1855	450
					Sarah E. Honeycomb	Oct. 1855	450
	John W. Perkins	Sept. 1865	1200				
	Lois R. Wright	Sept. 1864	850	BROAD ST. P. S.	Caroline Stevens	Jan. 1848	525
	Elizabeth W. Fessenden	Dec. 1863	650		Emily A. Glover	Oct. 1864	450
	Eliza A. Melzeard	Dec. 1866	650		Ella F. Kehew	Mar. 1865	450
					Kate Innis	Jan. 1867	450
BENTLEY G. S.	Mary J. Fitz	Apr. 1838	800	BROWNE P. S.	Harriet M. Tyler	Jan. 1857	525
	Anna Whitnoro	Mar. 1842	500		C. Augusta Arrington	Dec. 1858	450
	Mary A. Colman	Sept. 1846	500		Harriet E. Lewis	Sept. 1862	450
	Margaret A. Dunn	Mar. 1857	500		Matilda Pollock	Nov. 1863	450
BROWNE G. S.	Jacob F. Brown	Mar. 1854	1500	HARBOR ST. P. S.— (PART OF BROWNE.)	Mary E. Stanley	Sept. 1864	450
	Adaline Roberts	Dec. 1858	500		Eliza W. Crowell	June 1866	450
	Harriet C. Gray	Nov. 1854	500				
	Abbie A. Baker	Apr. 1863	500				
EPES G. S.	Levi F. Warren	Sept. 1855	1500	FOWLER ST. P. S.	Hannah E. Morse	Sept. 1855	525
	Ellen F. Wheeler	Dec. 1860	500		Mary E. Dockham	Sept. 1862	450
HACKER G. S.					Eliza I. Phelps	Apr. 1864	450
	Henry F. Woodman,	Mar. 1865	1500	NORTH ST. P. S.	Maria Cushing	Mar. 1847	525
	Harriet S. Felton	Sept. 1854	500		Elizabeth C. Russell.	Sept. 1854	450
	Margaret G. Stanley	June 1863	500		Lucy A. Smith	June 1858	450
HIGGINSON G. S.					Caroline J. Symonds	Dec. 1860	450
	Mary L. Shepard	Sept. 1839	850	PHILLIPS P. S.	Margaret E. Webb	Oct. 1856	525
	Phebe E. Church	Dec. 1856	550		Jeannette Gerald	Sept. 1860	450
	Sarah A. Lynde	Apr. 1859	500		L. Augusta Hill	Dec. 1864	450
PHILLIPS G. S.	Annie M. Bates	Sept. 1861	500		Margaret Haskell	Jan. 1866	450
	Charles R. Brown	Dec. 1865	1500	BRIDGE ST. P. S.	Annie L. Hill	Jan. 1866	450
	Maria T. Luskomb	Oct. 1864	500		Helen A. White	Sept. 1865	450
	Aroline B. Meek	Sept. 1857	500				
PICKERING G. S.	Mary I. Hanson	Sept. 1866	500		Caroline P. Dalton	Jan. 1855	525
	William P. Hayward	Sept. 1852	1500	MASON ST. P. S.	H. A. Moulton	Apr. 1866	450
	Sarah E. Cross	Mar. 1845	500		Lydia L. A. Very	Dec. 1841	525
	Mary A. Cross	Mar. 1851	500		Emeline M. Littlefield	Jan. 1862	450
ABORN ST. P. S.	Margaret B. Fitz	Sept. 1866	500				
	Abby F. Nichols	June 1862	525	WILLIAMS ST.	R. Anna Harris	June 1859	525
	Sarah F. Daniels	Sept. 1864	450		Mary E. Davis	Sept. 1862	450

079.744
S23
867

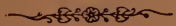
CITY DOCUMENT, No. 4 1868.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM;

TOGETHER WITH THE
Report of the Superintendent of Schools.



JANUARY....1868.



SALEM :
GEORGE W. PEASE AND CO., PRINTERS.
1868.

CITY DOCUMENT, No. 4 1868.

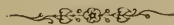
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM;

TOGETHER WITH THE

Report of the Superintendent of Schools.



JANUARY....1868.



SALEM :
GEORGE W. PEASE AND CO., PRINTERS.

1868.

IN SCHOOL COMMITTEE, }
Salem, Jan. 20, 1868. }

Orderéd, That the Reports of the several Standing Sub-Committees be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth."

"*Ordered*, also, That the Report of the Superintendent, this evening presented, and the Special Report presented by him in November last, be published in connection with the annual Reports of the Board."

STEPHEN P. WEBB, Secretary.

379.744
S23
1867

HIGH SCHOOL.

Master.

ABNER H. DAVIS.

Sub-Master.

JOHN W. PERKINS.

First Assistant.

ISABEL C. TENNEY.*

Assistants.

MARY J. THAYER.

ELIZA A. MELZEARD.

IN SCHOOL COMMITTEE, }
SALEM, January 20, 1868. }

THE FIRST VISITING COMMITTEE, in submitting this
their

ANNUAL REPORT,

take great pleasure in reporting the continued prosperity and increasing usefulness of the High School. The natural and obvious result of the assiduity and faithfulness of the teachers, combined with the general good conduct and application to study of the pupils, is manifest in the growing favor of the community, and the enhanced interest shown in the school.

The general details and statistics of the school will be found in the report of our indefatigable Superintendent, to whose zeal and care the teachers and

* Resigned Feb. 8th—vacancy filled by Susan A. Osgood.

pupils of the High School are much indebted, and by whose labors the duties of the Committee have been much lightened. To-day, the school contains one hundred and eighteen pupils, of whom sixty-six are girls and fifty-two are boys.

At the close of the school year in July, a class of twelve was graduated, eight of whom were girls and four were boys. Two of the latter applied for admission at Harvard, and are now pursuing their studies in the University. It is a source of much congratulation to this Committee that the reproach so prevalent a few years ago, that the City of Salem was not represented in Harvard College by any graduates of its public schools, can no longer be uttered with truth. At the present time three of the four classes contain graduates of the Salem High School, of whom this Committee think the City and the School have no reason to be ashamed; and there seems now to be no danger that in future classes we shall not be equally well represented. In the present senior class of the school are several boys who will undoubtedly be fitted for admission to College, at the next commencement.

And while the Committee believe that our High School possesses facilities for boys seeking a classical education, second to no other in the State, it is matter of no small satisfaction to them to feel that their fellow citizens are again beginning to appreciate the same fact, and to send their sons to enjoy and take advantage of these facilities. Perhaps they may misjudge the proper inferences to be drawn from the fact, but, in this connection it was a source of gratification to them to know that the present junior class of the school (entering in September last,) contained a lar-

ger number of *boys* (twenty-nine) than has entered the school for a considerable number of years.

The corps of teachers has undergone some changes during the past year. Miss LOIS R. WRIGHT who had performed the duties of First Assistant for two years and whose temporary absence, on account of sickness, was noticed in the last Annual Report, resigned her position in January last. The vacancy was temporarily filled by Miss EMMA J. SHORT of this city, until April, when Miss ISABEL C. TENNEY, a teacher in the State Normal School, was elected First Assistant, which position she has filled until the present time. Within a few days, however, she has tendered to the Committee her resignation, to take effect February 8th, for the purpose of accepting a situation in the Framingham Normal School.

Miss ELIZABETH M. FESSENDEN, who had been an assistant teacher in the school for nearly four years, accepted a similar appointment in the Cambridge High School in September last, and consequently resigned her position here. Miss MARY J. THAYER of Salem was appointed in her place, and has fulfilled the duties of the position since the first of October.

The other teachers, Mr. DAVIS, the master, Mr. PERKINS, the sub-master, and Miss MELZEARD, an assistant, have continued with us during the whole year. To all the teachers, the Committee take great pleasure in according the praise due to a faithful and conscientious discharge of duty. All of them deserve this commendation, and that the duty has been successfully, as well as faithfully performed by them is manifest in the condition of the school. During the past few months, a weekly lecture has been delivered

in the school, upon subjects connected with the science of Zoology, by Prof. Edward S. Morse of the Essex Institute. The Committee are satisfied that they have been very valuable, and have had an extremely beneficial effect upon the school, and have excited much interest both among pupils and teachers.

All of which is respectfully submitted.

STEPHEN B. IVES, JR., Chairman,	} <i>First Visiting Committee.</i>
CHARLES RAY PALMER,	
GEORGE F. CHOATE,	
DANIEL B. HAGAR,	

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers:* Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, Margaret A. Dunn, Assistants. *Committee,* E. H. Quimby.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers:* Jacob F. Brown, Principal; Adaline Roberts, Harriet C. Gray, Abbie Baker, Assistants. *Committee,* Robert Chase.

EPES. For Boys and Girls residing in Ward Four north and west of the "Town Bridge." *Teachers:* Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee,* Edmund B. Willson.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge; also, in Ward Six, that portion of Mason Street West of the Mason-Street school-house, with the streets lying south of the same. *Teachers:* Henry F. Woodman, Principal; Harriet N. Felton, Margaret G. Stanley, Assistants. *Committee,* Samuel P. Andrews.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge, and in that part of Ward Six described above. *Teachers:* Mary L. Shepard, Principal; Phebe E. Church, Sub-Principal; Sarah A. Lynde, Annie M. Bates, Assistants. *Committee,* Henry J. Cross.

PHILLIPS. For Boys residing in Wards One and Two. *Teachers:* Charles R. Brown, Principal; Aroline B. Meek, Maria T. Luscomb, Helen E. Carter, Assistants. *Committee,* Henry K. Oliver.

PICKERING. For Boys and Girls residing in Ward Six that portion excepted which belongs to the Hacker district. *Teachers:* Wm. P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, Margaret B. Fitz, Assistants. *Committee,* William Lord.

GRAMMAR SCHOOLS.

REPORT OF THE SECOND VISITING COMMITTEE.

There has been but one change among the Grammar School Teachers during the past school year,—one in a corps of twenty-five. As frequent changes are unfavorable to steady work, and are only less evil than the continuance of poor teachers in place, this stability is noticed as a favorable sign. The only change was one which the Committee regretted.—Miss Mary L. Hanson, having been appointed an assistant teacher in the Normal School, resigned her position as an assistant in the Phillips School; she was an excellent teacher, and did good service during the time that she filled her place. Miss Helen S. Carter was appointed to fill the vacancy, and has been entirely satisfactory to the Committee of the School.

The Phillips School has suffered very much, and in the opinion of this Committee, quite unnecessarily, by being turned out of its own convenient apartments in the Phillips School House to make room for a Primary School. What claim the primary school had to preference, if only one of the two schools could be accommodated, this Committee have not been able to see. Half the school, two divisions, have thus been deprived of all school opportunities for six weeks.—They are at length housed in one large room in St. Peter street, pretty near one end of the long district.

The other two divisions are provided for in another building on Washington street, the very western limit of the district. This School, which has of late been doing very well, but has had so many disasters in the past, could ill bear so great an injury, and will not at once recover from its effects.

The Second Visiting Committee would again recommend the consolidation of the Epes and Hacker Schools in one new school-house to be built in such place as may be determined on as convenient and eligible; and they recommend the erection of a new school building with this object in view, at the earliest practicable day. They recommend that in meeting the wants of the Phillips School soon to be provided for, the plan be enlarged to a more comprehensive one that shall provide for the needs of the three Grammar Schools referred to, the Phillips, Epes, and Hacker. They make the recommendation on the ground of its economy as well as of the wants and best interest of all the three schools concerned.

In this connection we would refer the Board to the valuable report made by the Superintendent last November upon this, and some other measures of great importance to the prosperity of the Grammar Schools. In order that its useful facts and wise suggestions may be made easily accessible to members of this Board and to other citizens, they recommend its publication in connection with the annual report of the Board.

For the tables which present the statistics of the Grammar Schools, as well as for all the information that may be desired respecting the condition and wants of the several schools under the charge of the

Second Visiting Committee, the Committee would refer the Board to the annual report of the Superintendent.

For the Committee,

E. B. WILLSON, Chairman.

SALEM, Jan. 20, 1868.



PRIMARY SCHOOLS.

ABORN-STREET SCHOOL. *District Limits*: A line from the North River, by Grove and Nichols streets, including both sides of those streets, and continued to the City boundary; thence by City boundary and North River to the bound first named. *Teachers*: Abbie F. Nichols, Principal; Sarah F. Daniels, Assistant. *Committee*, Daniel Varney.

BENTLEY SCHOOL. (For Girls only.) *District Limits*: From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Brown, Pleasant and Bridge streets, to the Essex Railroad; thence by the railroad and shore line (including the neck, &c.,) to the bound first named. *Teachers*: S. Augusta Brown, Principal; Eliza G. Cogswell, Sarah E. Honeycomb, Assistants. *Committee*, Wm. P. Goodhue.

BROAD-STREET SCHOOL. *District Limits*: From the North River, by the Eastern Railroad, to the South River; thence, by the shore line, to the foot of Phelps' Court; thence, by Phelps' Court and Flint street excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge;

thence, by the river to the bounds first named. *Teachers*: Caroline Stevens, Principal; Emily A. Glover, Kate C. Innis, Ella F. Kehew, Assistants. *Committee*, Edward S. Atwood.

BROWNE SCHOOL. *District Limits*:—include all of Ward Five. *Teachers*: Harriet M. Tyler, Principal; Isabel M. Emilio, Harriet E. Lewis, Matilda Pollock, Mary E. Stanley, Eliza W. Crowell, Assistants. *Committee*, Simeon Flint.

FOWLER-STREET SCHOOL. *District Limits*: North and Essex streets, to Flint street; thence, including both sides of Flint street and Phelps' Court, to the Mill Pond; thence by the Mill Pond and Eastern Railroad, to the City bounds; thence, by the City bounds to the turnpike; thence by a right line to the western extremity of Nichols street; thence, by Nichols and Grove streets, excluding both sides thereof, to the North River; and thence, by the river, to the bound first named. *Teachers*: Hannah E. Morse, Principal; Mary E. Dockham, Eliza I. Phelps, Assistants. *Committee*, George F. Choate.

NORTH-STREET SCHOOL. *District Limits*: A line from the North River, crossing Mason street, and including both sides of Barr, School and Grove streets, to the gate of the cemetery; thence west to the river; with so much of Ward Six as lies north and east of said line. *Teachers*: Maria Cushing, Principal; Elizabeth C. Russell, Lucy A. Smith, Caroline Symonds, Assistants. *Committee*, Charles A. Ropes.

PHILLIPS SCHOOL. (For Boys only.) *District Limits*: The same as those for the Bentley School; *which see*; *Teachers*: Margaret E. Webb, Principal; Jeanette Gerald, L. Augusta Hill, Margaret Haskell, Annie Hill, Helen A. White, Assistants. *Committee*, George A. Perkins.

BRIDGE-STREET SCHOOL. *District Limits*: The Essex Railroad from Collins' Cove to Bridge street; thence, through centre of Bridge to Northey street; thence, excluding both sides of Bridge street to the river; thence

by the shore line, to the bound first named. *Teachers*: Caroline P. Dalton, Principal; H. Augusta Moulton, Assistant. *Committee*, Henry J. Pratt.

MASON-STREET SCHOOL. *District Limits*: From the North River, including both sides of Grove street, to the gate of the cemetery; thence, by Grove, School and Barr streets, excluding both sides thereof, and south to the river; thence, by the river, to the bound first named. *Teachers*: Lydia L. A. Very, Principal; Emeline M. Littlefield, Assistant. *Committee*, Daniel Varney.

WILLIAMS-STREET SCHOOL. *District Limits*: From South Bridge, by the river, to the Eastern Railroad; thence, by the railroad to the North River, thence, by the river and Bridge street, including both sides of the street, to Northey street; thence through the centre of Bridge, Pleasant, Brown, St. Peter, Essex, Central, and Lafayette streets, to the bound first named. *Teachers*: R. Anna Harris, Principal; Georgiana Lewis, Assistant. *Committee*, Henry J. Pratt.

The following Text books are prescribed for the Intermediate and Primary Schools:

Hillard's First, Second, Third, and Fourth Readers.

"My First School Book."

"Worcester's Primary Spelling Book."

Guyot's Introduction.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and a Slate.

REPORT OF THE THIRD VISITING COMMITTEE.

THE THIRD VISITING COMMITTEE in making their Annual Report, would bear testimony to the general good condition of the schools under their charge, and to the fidelity of their teachers. Many of these teachers have been so long in the employ of the City that their excellencies are well known to the community, and those whose appointment is of more recent date, with their fresh and more modern ideas have introduced a wholesome radicalism, much needed in some departments. The Committee also desire to express their acknowledgements to the Superintendent for the fidelity with which he has attended to this sometime neglected grade of Schools ; under his direction and through his suggestions, their efficiency has been largely increased.

The Phillips School imbroglio having happily ended so far as the Primary scholars are concerned, raising their educational facilities to a higher level, the Committee would recommend that special attention be given to the wants of the Broad St. School. At no great expense compared with the advantages to be gained, it may be so altered internally as to afford facilities which are most imperatively demanded; it is hoped that another year these much needed changes will be effected.

In closing, the Committee would recommend that in the future still more than in the past, the interests of this initial grade of our educational system should

receive the utmost care and attention from all the friends of good public schools.

E. S. ATWOOD, Chairman.
CHARLES A. ROPES,
GEO. A. PERKINS,
WM. P. GOODHUE,
DANIEL VARNEY
SIMEON FLINT,
JAMES A. FARLESS.

REPORT OF THE EXECUTIVE COMMITTEE.

CITY OF SALEM.

In School Committee, Jan'y 20, 1868.

The Executive Committee submit the following as their Annual Report for 1867 :—

There has been no extraordinary expenditure, during the year, in this department. Such repairs as were needed for the preservation of the school buildings have been made, and such other expenses as were absolutely required, have been incurred.

Bills have been audited of the amounts and for the purposes following :

SALARY OF SUPERINTENDENT,	\$2000 00
---------------------------	-----------

SALARIES OF TEACHERS.

<i>High School :</i>	\$5,335 54
----------------------	------------

Amount of Salaries bro't forward, \$7,355 54

SALARIES OF TEACHERS.

Grammar Schools :

Bentley,	\$2,300 00	
Browne,	3,170 44	
Epes,	2,000 00	
Hacker,	2,500 00	
Higginson,	2,350 00	
Phillips,	2,836 47	
Pickering,	3,000 00	
	<hr/>	18,156 91

Primary Schools :

Aborn Street,	\$975 00	
Bentley,	1425 00	
Bridge Street,	975 00	
Broad,	1875 00	
Browne,	2775 00	
Fowler Street,	1425 00	
Mason,	975 00	
North,	1875 00	
Phillips,	2775 00	
Williams Street,	975 00	
	<hr/>	16,050, 00

Repairs by Painters, Car- }		
penters, &c.	1860 71	
" Miscellaneous,	82 58	
Books, stationery and binding,	1,328 75	
Care of Houses,	1,837 56	
Fuel,	3 222 57	
Printing and advertising,	276 51	
Furniture, desks, mats, &c.	1,532 58	
Rents,	140 00	
Teaming,	28 00	
Stove and Furnace work,	485 37	
Miscellaneous,	1,120 80	11,915 43
	<hr/>	<hr/>

\$53,457 88

Total amount of Expenditures - \$53,457 88

RECEIPTS.

From J. Kimball, Superintendent,

Sundry small items,	\$11 76	
" Trustees Brown Fund,	200 00	
" Non Residents (Tuition)	30 00	
" Andrews Fund,	85 50	327 26

Whole amount over receipts, \$53,130 62

Whole amount appropriated, \$53,500 00

Whole expenses over receipts 53,130 62

Leaving balance unexpended \$ 369 38

All of which is respectfully submitted,

For the Executive Committee,

WM. COGSWELL.

REPORT OF THE SUPERINTENDENT.

Gentlemen of the School Committee of Salem :

In making this report, allow me to state in general terms that the past has been, upon the whole, a successful working year for the schools. In a few instances in particular localities the attendance has been unfavorably affected by prevalent diseases, inducing the temporary withdrawal of pupils from the schools, to return again when the cause that produced it ceased to exist. The long delay experienced in securing and fitting up rooms for the two lower classes of the Phillips Grammar School, is to be added to the list of casualties, which, it is to be hoped, will not be a second time experienced ; but with these exceptions, only the ordinary interruptions arising from regular or irregular holidays, or from causes to be mentioned elsewhere in this communication, have occurred.

I am happy to say, also, that, within the limits of my observation, a good spirit exists in the community towards the teachers of the public schools, as a whole ; that the number of particular complaints brought to my attention, and those general ones which echo inactive discontent, though occurring oftener than could be wished, because they occur at all, have not been numerous, nor pursued in a spirit hostile to the clearer interests which all well disposed complainants agree in recognizing. I believe the teachers also feel an increasing persuasion that the good elements of society are unalterably arrayed in favor of sound and

thorough education, good manners, a laudable desire for their true interest, and a high appreciation of every well meant attempt to make the resorts, where so many of their little ones spend the impressible hours of their lives, attractive and useful.

It is hardly necessary to say that the duties connected with this office have given me a busy and a very happy year. The kindness manifested on the part of teachers, the diversity of occupation which your regulations have entailed upon me, the courteous inquiries and timely suggestions of citizens, and, more than all, the feeling that gradually something was doing toward helping forward a work that can never be fully done ;—that more than one teacher felt cheered by the word of encouragement in some moment of depression, have made toil welcome and the future hopeful.

The practical matters, which, in accordance with your regulations, it is proper the Superintendent should here allude to, are capable of being classified under two general heads ; 1st Houses. 2d Schools.

HOUSES.

One of the first things that engaged my attention when entering upon my duties here, was the condition of ventilation. In the last year's report this subject occupied considerable space, and might in this ; for it is far from being exhausted. But so variously constructed are the school-houses, and so extensive the change of arrangements implied in securing a safe and sufficient change of air in every case, that it will be far better to leave this for some special report to the Board. I will only say, therefore, that, while

some minor changes have been made greatly needed at the time, no general and expensive ones have been attempted. In a large number of the school-rooms the main practical resort for a change of air still is to lower or to raise the windows. Nor is this, when carefully and timely managed and having regard to the state of the outer atmosphere, a very objectionable way. It is the thoughtless and irresponsible manner in which the thing is done, that causes serious risks of taking severe colds. At a reading in Boston not long since, on a winter's night, many persons were seated in a strong draft of cold air, while the temperature of the hall was very warm. Two prominent citizens laid the foundation of the disease that caused their death in that evening's exposure. Practically, an inconsiderate teacher neglects the temperature of the room until the air is vitiated and uncomfortably hot, and then, while the children are heated and sensitive, drops a window to save time or trouble, so as to pour upon their unguarded heads and shoulders a small cataract from the fresh and chilling sea without. The consequences are sometimes distressing; thankful should we be that so many escape what all do not. It ought to be understood that a moderate and almost imperceptible change is the only true wisdom; and while we are obliged to resort to the same apertures for both light and air, great judgment in admitting the latter should be exercised.

In this connection also you will allow me to suggest through you to any future building committees the great advantages, both in point of economy and convenience, which may be derived from the substitution of steam for the present hot air draughts by which we warm our school rooms.

One of the most serious practical difficulties in uniformly warming several rooms by the same furnace, arises from the fact, that the elevation of the floor of the room above the furnace, and the pressure of high winds without, often give one or more apartments great advantages over others. If a wind blows strongly on the north-east side of a house whose rooms look partly toward that quarter and partly toward the south-east, the latter will get a much larger part of the furnace heat than the former. If two hot air pipes open upon the floors of two rooms, one in the second, and the other in the first story, the upper one, without the greatest care, will receive an undue proportion of the warmth, on the simple principle that tall chimneys draw much better than low ones. Now in all large school edifices containing several rooms this difficulty exists, and it causes no small trouble.—Coils of pipe conveying into each room a proper amount of steam afford an almost perfect remedy for this state of things. One of the finest houses in a neighboring city distinguished for its superior school buildings, heats thus with ease 16 well-sized school-rooms at a greatly diminished expense. In another city which a few years since used furnaces exclusively, steam boilers are now as extensively used in its large edifices, and the authorities would as soon substitute coaches for the locomotive, as return to the old system which they have discarded.

During the past year such of the pupils of the primary schools as were unprovided with any support on which to rest such books or slates as they were obliged to use, have had these much needed accommodations supplied to them in plain, neat, single desks of

cherry, with suitable boxes in which to place and preserve their little "properties." It is proper to remark that this change allowed the retention of the old chairs, which were of a substantial character, and did not diminish the number of seats in the respective rooms;—in fact it was found desirable to make more desks than at first contemplated, the whole number placed in the different rooms being 781.

I cannot help expressing my gratification that this much needed step was so promptly adopted by the Committee, and that since May last the younger scholars and their teachers have had these additions to their comfort, neatness, and good order. It is proper to add that a considerable saving in the cost was made by giving the construction of these desks to one of our own mechanics, who executed the contract in a prompt and satisfactory manner.

In connection with this improvement it was found necessary to re-lay the floor in the west room of the Williams St. school, causing a delay of two days which, with a similar but shorter delay in the Brown Primary school for the same reason, was the only interruption to the regular sessions of the schools.

During the long vacation in July and August several of the school houses underwent repairs and cleansing. The Brown Grammar and Primary school was whitewashed throughout; the floors, desks, paint, and windows cleaned; the chimneys rebuilt from the roof and made somewhat higher for a better draught, the furnaces and pipe carefully examined, cleaned and repaired. Allow me to say, in passing, that one of the furnaces in this building is insufficient in size for its purpose, and requires an amount of driving

that is inconsistent with true economy and comfort.

Repairs of a similar character were made, less general, however, upon the North Street, Epes, Williams Street, Harbor Street, and Pickering school-houses ; in all allowing it the usual overhauling of the heating apparatus took place.

The large number of minor repairs arising from defects in some parts of the original construction of our school buildings, and sundry inconveniences that should have been avoided in some of our recently constructed school-houses, will pardon my suggesting in this connection certain principles that should always be kept in mind, when erecting a building for educational purposes.

First, its cellar or basement should always be of good depth ; say, eight or nine feet.

Second, its passages should be direct and well lighted—a particular in which the Bentley school is faulty, good as is its general construction.

Third, the rooms should be at least 14 feet high, both for the sake of warmth and air.

Fourth, they should be lighted through windows well down towards the floor, and never opening upon the quarter towards which the pupils face.

Fifth, the heat should not pass into chimneys in the outer walls but be utilized by passing up the smoke pipe through the hall or passages.

Sixth, roofs should have as few inequalities as possible.

Seventh, the yard should be so constructed as to admit of being closed against all but school uses.

It would be easy to add many other suggestions to this particular enumeration, but is hardly desirable.

In the report of last year liberty was taken to call attention to the facility with which some of our ungraded houses might undergo such alterations as would make them far more convenient for their schools than they now are, and give to the school buildings that similarity and uniformity which we are constantly seeking for the schools themselves.—The general condition of these buildings remains unchanged. What was unsatisfactory in them last year is not improved, and another year's inconvenience has been endured. I do not propose to go into any details to prove that the community and the schools would gain by an alteration of one or more houses, and the substitution of one for the two that now disfigure the Epes and Hacker districts. This whole subject was pretty fully presented to the board in my paper of November last, and which in accordance with the vote of the board I here introduce.

Gentlemen of the School Committee:

Allow me at this time to call your attention to some subjects connected with the prosperity of our schools as a whole, but more particularly having reference to the future accommodation of the Grammar schools of this city.

I take the liberty to do this, because I hope the measures looking to the erection of a new building for the Phillips Grammar school, are preparatory steps to such further alterations and constructions as shall give a general uniformity and convenience to these schools.

PRIMARY SCHOOLS.

As a whole, our present school sittings are sufficient for all the pupils attending. The High School has nearly half

its entire number of chairs unoccupied, and therefore abundance of room for years to come, unless our population should extraordinarily increase, or the usual proportion of High School pupils to the whole number of inhabitants be considerably greater than obtains in most cities of the state.

The Grammar schools have 1276 chairs, and the whole number of scholars at present is a little short of 1100; so that about 200 chairs in that grade are at present unoccupied. The Higginson and the Browne have the most spare room of the seven schools at present.

The Primary schools in several instances are more than full, and, as a whole, have more pupils enrolled than they have accommodations for, or had at the commencement of the present term. I suppose a falling off to some extent of the youngest pupils will take place in the cold weather, to be succeeded in the spring by the usual influx of new children, and former ones returned. In fact I have been obliged in one instance to direct the teacher to refuse very young new-comers, until room should be opened for them by others who left, and to take the names of such that their opportunity might be given them.

I think then we may assume that next spring our Primary schools will be crowded.

The inquiry naturally arises what are our conveniences for this coming increase.

If the schools shall be removed from the basement of the Phillips house to the second floor, the entire six rooms on that floor will be occupied by the 300 or more children who throng that crowded school. In North Salem and in South Salem, if the common spring increase shall take place, there will be room wanted.

To meet such want we have an unoccupied room at the Fowler St., another at the Bentley. The two will seat from a hundred to a hundred and twenty. We have some room at Broad and Bridge St. schools, and that is all, unless we count unoccupied space in the Browne Grammar school.

I have stated these facts, gentlemen of the committee,

with the conviction that, in making arrangements for *different* accommodations for *one* school, you would not wish to forget that such school is a part only of a great whole, constantly to be provided for; and this brings me to the question, what shall be the measures to receive the inevitable increase of the Primary schools.

First, of course, we must use, if possible, the surplus rooms we have. But the crowded districts are just the ones that have not the surplus rooms. Should the Phillips Primary school, be overrun in the coming spring it cannot be accommodated in the spare room in the Bentley; should the already filled rooms at the North St. Primary school be crowded excessively at that time they have no supernumary apartment to enter; still less have the well packed rooms in South Salem. Add to these considerations the fact, that, last spring, denominational and private schools took up 1445 of our school population, any portion, or the whole of which, can demand suitable provision in the Public Schools, and it is obvious that the question of more school room cannot be far from demanding a prompt answer.

Secondly, it is my opinion that our proportion of children and youth in the Primary and Grammar schools respectively is not the best one.

Ten years ago in the city of Boston the number of pupils in the Primary schools was to that in the Grammar as 6 to 5; *now* the number of pupils in the Grammar schools exceeds that in the Primary by almost 2000. How stands the fact in different cities in this state?

In Charlestown the Grammar schools number more pupils than the Primary; in Lynn the former number 69 per cent. of the latter; in Worcester, 23; in Newbury, 69; in Lawrence, 55; in Cambridge, 81; in New Bedford, 55; in Lowell, 65:—on an average, 72; while our own is 59; or some 10 per cent. less.

Now, although this difference is not great, good policy should prompt us to make it less, that the pupils may not reach too great an average age in the Primary schools,

and thus tend to deprive the higher grades of their natural supply, as well as to repress the proper stimulus derived from hope of an early advancement. It is in place to remark here, that the much greater proportion which reaches the Grammar schools in some cities, than in our own, is not due to any extraordinary superiority in their material or classification alone, but to giving a less prominence to some study or studies, and more to others, than is done with us, as well as a more frequently recurring chance to seek admission to those schools.

If the definite course of work during the present term appointed to the different classes in the Primary schools shall give increased industry to the efforts of pupils and teachers, as it should, one step tending to an increased transmission of numbers will have been accomplished. If to this measure, when tried with the advantage of more facilities for general exercises, should be added the opportunity of a more frequent admission to the Grammar schools, say a half yearly one, I think the proportion of pupils entering the Grammar schools might be considerably increased. The practice of Boston and several of our larger cities is thus to admit, and some of its advantages are quite too obvious to be overlooked.

The Grammar schools would thus be kept more evenly filled, nor fall away so much at the close of the year.—The greater frequency of admission should stimulate members to increased effort to leave the Primary Schools and take the upward step; while a failure to get admitted would less discourage, than the necessity to spend a *year* on studies just gone over now does.

Without pursuing this hint into such detail as a fixed plan would require, it is respectfully suggested for discussion and thought.

If then the main increase of school membership should take the direction of the Grammar schools, and if one house is to be erected for the Phillips school the coming year, it is fitting in making provision for *its* accommodation to look at other portions of our city, and so adjust

our future measures that all parts may receive a treatment as nearly as may be alike.

Salem almost naturally divides into six pretty large school districts, and I think such should be the number of her Grammar schools. One for boys and girls in North, and South Salem, respectively, one for girls and one for boys east of Washington st., one for girls, and a mixed school to concentrate the boys and girls of the Hacker and Epes, west of the aforesaid street. Past usage indicates about 200 pupils each, under the charge of four instructors, as a good size for these. They should all be what are called graded, that is each instructor should have his appropriate room and class, to seat from 50 to 60. Such is the character of the Bentley and Pickering, our most recently erected buildings. Such the Browne school house could be made to great advantage, and likewise the Higginson, if desired. I think a site somewhere within Essex, Dean, Federal and Boston streets should be secured, with reference to such union of the Hacker and Epes, as soon as may be, if any can be had. The distance would not be great for any pupil of suitable age to walk, the upper part of the city would be provided for as it should be, and a suggestion older than the duration of the siege of Troy, made by a former committee, would practically thus take effect.

The location of a new house for the Phillips school should, I think, be somewhere near the common, and on a different quarter from it, say northward or north-eastward. Both these houses should be capacious enough in the size and number of their apartments to meet the present wants of the schools, and reserve room for a considerable future increase. The buildings should be commodious, not complicated, with plain and symmetrical exterior, and internal finish to correspond. The pupils and people of these districts need such conveniences, and need them soon.—They would I think, ask nothing more pretending. They certainly are entitled to these.

In an economical point of view this union of the two schools is not without its recommendation. A better classification and system of labor would be acquired at a yearly saving of two thirds the salary of a master, or \$1000, a sum which would pay a large part of the interest on the expenditure for a new house, although this is but an inferior argument for the measure.

The true argument is, the real advantage in personal comfort, in facility for performance of duty, in superior classification, in improved surroundings tending to elevate the taste and incite to study, which such a measure, so often suggested, would subserve.

Some of the topics I have slightly touched upon I would have been glad to speak of at greater length; but as this communication has already taken more time than was intended, it is respectfully offered in its present shape.

J. KIMBALL,

Supt. Public Schools.

SALEM, Nov. 18, 1867.

In this connection, too, I feel it my duty to call attention to the fact, that, attractive as the building is outwardly and pleasant as is its location, the rooms of the Broad St. Primary school are the worst arranged among those of that grade in the city, whether we consider their inequality in size, their contracted stairways, their serving as passage ways to each other or the difficulty of properly ventilating the smallest rooms. I hope in behalf of a school embracing some of the most promising young children of our entire population, that measures will be taken to simplify the plan of this structure internally, give it four good rooms of equal size, and arrange the stairways after

the plan of the North Street or Fowler Street rooms, which are excellent ones of their class.

With some general remarks I will dismiss this part of my report.

It has been the intention of the superintendent to watch closely the wants and the defects of the school houses of the city, and apply repairs, or supply alterations, as promptly as he could. Calls of this kind are perpetually occurring. They arise from damage done to the buildings and appurtenances by unknown persons who trespass upon the premises out of school hours, as well as by the pupils themselves.—Defects in construction, and defects arising from legitimate use, form another considerable class of items needing attention. Alterations in the arrangement of school-rooms, as recently in the entire reseating of the schools in the Phillips House, and, now and then, temporary alteration for the ever varying numbers of pupils in different school rooms, take up the time and require the intervention which my sense of duty prompts me to give. Add to such matters sundry others, arising from the difficulty of anticipating always what may occur in connection with the management of fires, and the procurement of proper articles of use and necessity for the school rooms, and some explanation will be given of the long list of less or greater expenditures, which would reprove him who has incurred them did he not feel that each had received the deliberate approval of his judgment.

SCHOOLS.

The number of schools is the same as last year, 18, viz : one High School ; seven Grammar Schools ; ten Primary Schools.

The High School enjoys the services of a master, a sub-master, and three assistants, ladies. In addition a gentleman is employed to teach music, giving one lesson a week.

The Grammar Schools employ the time of seven principals and eighteen assistants.

The Primary Schools are taught by ten principals and twenty-four assistants;—making in all sixty-five different teachers in the service of the city.

Two teachers in the High School have resigned the past year, viz: Miss Wright and Miss Fessenden. The former left early in the year; the latter at the close of September; both teachers had qualifications of a high order. Their places are supplied by Miss Tenney and Miss Thayer well known for their creditable scholarship.

The Grammar Schools have lost the services of Miss Hanson of the Phillips School, who was called to a responsible and flattering position in the Normal School, and the Primary those of Miss Arrington, who left the Browne School after filling her position there most creditably for a period of nine years, with those of Miss Davis of the Williams St. School, who closed with the month of September last, five years of diligent service, to complete a different engagement.

For statistics relative to numbers, attendance, promotions, and other similar facts, reference may be had to tables following this report intended to present at one view, as last year, such facts.

PRIMARY SCHOOLS.

Every visit made to these interesting schools impresses me more deeply with their importance in

our system. The imperfect development of the physical and mental powers of the children here gathered, and the readiness of those powers to take on habits of mind and body that may be of life-long permanency, render their proper training of the highest import. The fact that many of them receive in these schools their first ideas of what is orderly, industrious, systematic, prompt ; that the forms of correct expression and distinct utterance, that the earliest, simplest efforts of the undisciplined intellect, and the moral and conscientious perceptions here awake to activity, is enough, duly considered, to make every thoughtful teacher feel that her task is a responsible one, and, if unhonored with observation of men, not forgotten of Heaven.

The spirit prevailing in these schools, and the relations between teacher and taught, are, to speak generally, pleasant and kind. I have marked with much satisfaction little facts of personal history narrated by teachers, showing that kind of home interest in the disposition and pursuits of the pupils so desirable to be maintained. The tone in which the instruction and reproof of individual scholars have been given, has never failed to arrest my ear, and the confidence shown in the face of childhood when courteously and cheerfully treated habitually, has, many times, gladdened my heart. In speaking thus of these schools it is desirable not to be misunderstood. To all general statements there are exceptions. What is meant to be asserted is, that courtesy, and kindness, and confidence, are the rule ; suspicion, roughness, harshness, the exception.

During the year in agreement with the special

Committee of this grade of schools, and in accordance with views presented in my last year's report, a regular plan of work for each year of the schools, after consultation with the principals thereof, has been laid out for guidance in the studies of the different classes, intending to keep them as nearly as possible upon the same ground in the text books used, and to encourage and enforce regularity in such other exercises as experience has shown impart variety to the daily routine, correct physical development, inquiring habits of mind, and love of good order. The course of study, if it may appropriate that pretentious name, was begun last September, and is now in pretty general operation. It does not make any extensive changes in school work, but adds, as regular exercises such as were before intermittently pursued, and attempts the accomplishment of more conversational lessons, and the direction of the attention to external objects, their aspects, uses, and advantages. In attempting to bring about improvement in this direction, I have felt pleased to find that the want of different articles of instruction and illustration has soon made itself felt. Of all classes of schools, the Primary have most need of utensils that strike the eye and enlist the errant observation of the young. I suppose the day for globes, and cabinets, and simple philosophical instruments, and models of cities and provinces, has not yet come; but think that drawing illustrations, reading and spelling cards, pictures of animals, color charts, numeral frames, and maps of a simple construction, *are here*, or close at hand.

What is the best method to teach young children to read, is a question easier asked than answered. Hard

strained tones, hesitating and indistinct utterance, and, when not these, formal, monotonous calling of words, probably characterize a large part of the attempted reading of the youngest, nay, of many older schools. This defect certainly is not the natural and inevitable destination of all who go to school, we may hope. It arises partly from timidity; partly from weakness of the articulating organs; very much from uncertainty as to the word or sentence to be read; partly, too, from being allowed to become a habit. For the purpose of experimenting, a little manual was introduced into two rooms in Primary schools containing the alphabet and youngest scholars, to see what could be done by the process of reading words unspelled. The experience of the teachers who have tried the scheme is favorable to it as a way of learning to read with natural readiness, and the avoidance of heavy drawling tones, but less so in regard to facility of spelling—a result which we might have expected in the latter particular. I cannot help feeling, what I have often expressed before, that we must help these young children very much to become familiar with the words of the lessons and their meanings, before we can expect them to read naturally; and to this end we must give much class and individual practice upon familiar and unfamiliar words, so that, “like airy servitors,” they may be used with readiness when the eye of the pupil meets them in the lesson, or on the board. In fact it may be briefly said that the most valuable “helps to read” are a good black board and a will to use it.

At the time for the advancement of the oldest classes to the Grammar schools, in order to meet a

want that had been felt and expressed, a series of questions, partly oral and partly written, was issued, to be used by the Grammar teachers according to certain directions given, in examining the candidates. This was attempted as an experiment and made the basis of their acceptance or rejection. So much was learned from its trial as to satisfy me it would be well every year to make the admission depend partly, at least, upon written questions, as these tend to secure care in writing at an early period, and an equality of trial for all pupils passing from the Primary to the Grammar schools.

By vote of the Committee, Guyot's Primary Geography has been introduced into the oldest classes of these schools as a text book—a small manual intended to familiarize the younger scholars with some of the common aspects of the earth and its natural divisions, in a conversational and general way, and thus prepare them to assume more easily the study of the larger work used in the Grammar schools.

I close what I have to say upon the Primary schools by calling your attention to the fact, that some of them have been very full, even crowded, since the school year commenced; and that, although not so now, they will in the spring be so overrun as to make necessary some additional accommodations, or some disturbance between their present proportions and those of the schools above them. What this disturbance should be will be readily inferred from the communication above quoted.

GRAMMAR SCHOOLS.

With the exception of the Phillips very little

interruption has taken place in this grade of schools, and though this recent removal is to be regretted from a present point of view, it is best to hope that the interests of the school on the whole will be subserved. Very little change has taken place among the teachers, and none have been long disabled by illness. The discipline of the schools has been carefully exercised, not always without complaint—that were much to expect—but certainly with a desire to subserve their highest good.

A regular limit of study for the different classes, with the assistance of the principals, has been marked out, and is now giving direction and definiteness of aim to the schools as a whole. It is a tentative effort, to be subject of course to future modification as experience shall develop its need of such. Five of the schools having four teachers each, it was deemed best to make the standard number of classes *four*, to correspond to these, anticipating the time when the other two may admit of the same divisions.

This, it is well understood, attempts the introduction of no new studies nor new books, but, with the agreement of all, indicates where during the year their classes may be found, and encourages to make thorough work of so much of each study as is taken.

During the year, Guyot's Common School Geography has come into practical use as the text book in that science, and it is hoped that the talents of this eminent scholar will give to our youth, as the years pass on, broader and more lasting results than the systems hitherto adopted. It must be said for the teachers that they have taken up the subject in a new spirit, and the expressions of satisfaction with the

work, in proportion as they have known it better, have persuaded me that a mistake was not made in adopting it. It is one of those books from which one carries away valuable ideas,—sensible generalizations,—the great outlines of the continents,—the uses of the elements of land and water and air in the development of races and nations;—and not so many minute particulars about lengths of rivers, and heights of mountains, and locations of unimportant places, as some other books and systems. Add to these a careful and practical set of directions about sketching maps of the different quarters of the globe, and a continual enforcement of its importance to a proper understanding of the science, and we certainly have an idea what Geography should and can realize for the pupils of our schools, at least for the older classes.

The introduction of a new text book on Grammar is one of the changes of the year. As new modes of expressing different relations of sentences and parts of sentences to each other, obtain, we must expect that more modern works will supersede the older grammars, that, with their meager statements, satisfied our younger days. Yet I cannot help thinking, looking at the matter in view of the fact that grammar as a practical art embodies the usage of good writers, that great labor spent upon analysis and parsing, upon rules and minute distinctions and endless exceptions, is to little purpose, unless it be coupled with even greater attention to the general style and taste of different writers, as evinced in their best specimens, and with much and long continued practice in imitating the forms of expression and turns of thought, that have given them dis-

tion. Taking the system, however, as it is, we have much reason to commend the careful attention given to this branch here, and the pains taken to use its study with the view of mental discipline.

What should the Grammar schools aim at? Shall they labor for the reputation of sending the largest and best qualified number of candidates possible to the High School, armed against all the supposable test questions that may be met there, or shall they calmly and deliberately look at the real wants of an education such as shall fit their pupils best for the demands of coming life? No one can hesitate to approve the latter as their true aim. No fancied respectability in attending a higher grade of school, should be the leading motive from which to study. To read understandingly and easily, to apply readily the common rules of arithmetic to varied questions, to write a plain and ready hand, to form grammatical English well spelled, and detect its opposite, to know the great facts of geography, and the outlines of general and U. S. history,—ought to make a good common school education; better still, if we add thereto book keeping and accounts. Yet these ought also to secure admission to any respectable High school, from whatever manuals they may have been acquired. So viewed, the preparation for life and for the higher class of schools is practically the same.—No teacher therefore should hesitate to aim at the highest standard in a broad sense, fearing he shall miss the lower one of a school examination.

During the summer term and near its close, a careful examination of these schools was made by written questions, according to a usage which we can

but approve, as it gives a favorable chance to observe many excellencies or defects that could be detected so well in no other way. The summation of its results in the first and second classes will be placed in the tables at the close of this report.

I think it would be well, each season hereafter, to give an opportunity for parents and friends to visit the school in a public manner, by requiring a short examination of the schools orally, such as was voluntarily had by several of the Primaries last summer.

HIGH SCHOOL.

The abiding interest manifested in this school, and the fact that so many of us select it as the place to give our boys and girls the advantages of a familiarity with the more advanced studies, make it an institution wherein centre high hopes and much anxiety.

It has had a successful year, though one not without its drawbacks. It has lost two excellent and well tried teachers; and however successfully their places may have been filled, the change, as such, was undesirable. The hand of death has beckoned away one of its shining members of advanced standing, and cast the usual depression upon surviving classmates. Different text books have been introduced, requiring time to give a familiarity with them, though this introduction be ultimately a gain.

Yet the general standing and progress of the school have been very creditable. A large and a well qualified class entered the school in September last, and increased its numbers to one hundred twenty nine,

while it will appear that the whole number connected with it during the year 1867 was seventeen greater than in the previous year, and that its per centage of attendance falls but a small fraction short of ninety seven—reaching a very high standard, and one hardly to be surpassed.

Of the fidelity of the pupils as a whole in the prosecution of their studies there can be but little question. The standard of textual acquirement is a high one, and earnestly is it striven after—it is to be feared too earnestly in some cases. An ambitious girl or boy, whose spirit is willing, but whose physical endurance is unequal to its demands, incurs the danger of attempting too much, and may break down in the midst of his efforts.

The suggestion has reached me several times that pupils over-work, or are over-worked. I am assured that these are cases where with the pupil lies the blame; that sometimes scholars of the advanced classes assume too many studies, and are unwilling to relinquish them. The principal has recently given me a statement of out-of-school work taken from the representations of the pupils themselves, from which it appears that members of the senior class study daily out of school, two hours twenty four minutes, on an average; of the third class, one hour forty eight minutes; of the second class, one hour fifty two minutes; of the junior class, one hour forty one minutes;—making the general average one hour fifty eight minutes, per day. The largest amount of out of school time reported, was three and one half hours; the smallest, one half hour.

This amount at first glance does not seem great;

but it should be borne in mind, that, in addition to this, the mental powers are closely taxed for between four and five hours by the exigencies of the session itself, and that for youth of immature powers, the highest estimates above given make a pretty long day's effort. In respect to this subject it is earnestly hoped that teachers will be thoughtful and considerate of the amount and quality of the lessons given, and honor, by observing it, the saying that bids us 'make haste slowly.'

The above remarks lead me to commend their faithful adherence to a system of daily physical exercises which the scholars have practised for several months, and to express the hope that they will continue what has been so well begun.

The liberality of the Committee at the beginning of the summer term last year, secured very considerable repairs, much needed, for the valuable philosophical and chemical apparatus of the school. This was well; but while this apparatus remains in its present place of deposit it is available only at considerable inconvenience. The room for it is under the roof, lighted by a fixed skylight, with no means for warming it provided, consequently too cold in winter to be occupied for class purposes, and in summer devoid of circulation of fresh air.

Should a class be taken there, even, it would find no convenient sitting or standing room. Light pieces of apparatus might be taken down the long flight of stairs to the school room, but the air pump, the gas generators, the electrical machine, will not bear that kind of treatment. As the city has made provision for illustrating the natural sciences, the school should

have the convenient use of this, and I recommend that during the coming season it be transferred to one of the rooms below, or that a larger and more comfortable apartment be constructed for it in the attic where it now is stored.

I bespeak for this valuable school the introduction of drawing at no distant day. Every year of my life convinces me that we are in no danger of erring, when we advocate, more and more, those pursuits that train the eye, and through it, the observing faculties. The recent lectures of Prof. Morse must have impressed upon every pupil who attended his delineations of Natural History, how much he owes to his wondrous facility in the use of the pencil or the crayon. It is no strange thing for public High Schools to be provided with instructors in this branch; and I am sure that the hour a week, or perhaps two, which it might occupy, would never be regretted by those who thus employed it. Besides it is not one of those pursuits, at least in its common application, that demand a high intellectual capacity. It can be learned as easily as writing; and to those who may design to be teachers of the young, no qualification is more pleasing than this, nor can any be found more practically useful, outside the mere elements of a common education.

TRUANCY.

I regret to say that the evil of truancy still continues greatly to embarrass some of our schools, and impair their usefulness. The causes of this are various and need not be dwelt upon. When the offence has become so common as to injure public morals and security,

by filling our streets with juvenile offenders who might be saved could they be kept at school, and who certainly should not be left at large under imperfect restraint, it would appear plain that we should put into effect the power granted to cities and towns by the acts of the Commonwealth relating to truancy.

Since my connection with this office I find on my record eighty-four distinct instances of personal interviews with pupils who have played truant, and into whose individual condition, motives of action, and manner of spending their time, I have made particular inquiry, coupled with the presentation of such advice, warning, and encouragement, as they seemed to need. I speak here of *recorded* cases. These are a part only of the whole numerical array ; for the number of offenders who have been labored with by pains-taking and faithful teachers must be much more numerous. In different calls made upon parents, I have often heard the wish expressed that some provision existed which would compel their children to keep at School, and I have no doubt they spoke their unbiased impressions. Such parents are often poor,—compelled it may be to be from home most of the day for labor,—and to look after delinquent boys is a great interruption. Had we a truant officer with proper powers, the cases of this character would at once be put into his hands, the runaways promptly secured and returned to their schools, or, when several times delinquent, sentenced by the court to some place of commitment and discipline.

We need such a place in Salem ;—one where the idlers upon the streets, of a suitable school age, could be placed, if they would not attend the public schools,

as well as truants from those schools. Such a place, and the certainty that offenders would go there, would have a two-fold advantage. It would restrain many who might become truants, and reform some, all whose surroundings incite to vagabond lives. It should not be a place of mere idle confinement. Provision should be made for instruction, and, if possible, occupation. I know not any hindrance to the adoption of such a measure this year, which will not exist the next and subsequent years, and strongly hope that the proper and usual steps will be taken to give the city the advantage of both the law and the school at an early day.

Gentlemen, you will gather from the foregoing pages the classes of matters, in general, that have engaged my thoughts and attention the past year. If more particularity in an enumeration of specific duties were needed, it would be found in 1042 *recorded* visits made in the different schools, and in numerous unrecorded ones, meeting unexpected calls; in the attendance at the office of an hour and a half each day; in the pretty large incidental drafts upon my time made by correspondents, teachers from abroad, members of school-boards, and persons interested in educational affairs; in occasional visits out of the city having reference to the working of school-systems elsewhere; in the unanticipated amount of time demanded by school-house alterations, and seeing to their details; in investigation of cases of discipline; in listening to complaints against teachers, investigating and settling them when possible; in examination of bills and their approval; in attendance upon

the meetings of different committees ; in meetings with teachers for discussion of school topics, of which quite a number has been held the past year ; in reading carefully new school publications ; in the composition of questions for the yearly school examinations and laborious estimates of the results of these, with similar occupations consuming many hours, not always in the best possible way, but still hardly to be avoided.

For every cheering word and every needed help received from your Board, accept, gentlemen, my sincere thanks ; for if through your instructions I have felt how great was my charge, through your sympathy I have been strengthened in attempting its fulfilment.

JONA. KIMBALL.

APPENDIX.



THE following Statistics may interest readers of this Report :

Population of the city in 1865, - - - - -	21,197
Number of persons in the city between 5 and 15 years of age, May 1, 1867, - - - - -	4,920
Total enrollment of pupils in Public Schools during the year,	3,992
Average whole number of pupils of all grades belonging to the schools the past year, - - - - -	2,773
Average daily attendance of pupils in all the schools the past year, - - - - -	2,412
Average daily absence of pupils in all the schools the past year,	361
Average per cent. attendance of all the schools, - - -	87
Decimal ratio of the average number belonging to the schools, to the whole number of children between 5 and 15 years of age,	.69
Average whole number of pupils belonging to the High School in the year 1867, - - - - -	117
Whole number of seats in High School house, - - -	244
Average number of pupils to each teacher, - - - -	23
Average number of pupils belonging to Grammar Schools in the year 1867, - - - - -	967
Average number of pupils to each teacher in Grammar Schools,	39
Whole number of seats in Grammar School Houses in the year 1867, - - - - -	1,259
Average number of pupils belonging to Primary Schools in the year 1867, - - - - -	1,689
Average number of pupils to each teacher, - - - -	50
Whole number of seats in Primary Schools in the year 1867,	1,782
Sum appropriated for each child between 5 and 15 years. -	\$10 26
Total expenditure for School purposes, for the year ending Dec. 31, 1867, - - - - -	\$53,457 88

TABLE.
Showing the Whole Number, the Average Attendance, &c., of the High and Grammar Schools, for 1867.

SCHOOLS.	Whole No. of different pupils in 1867.			Average Number belonging.			Average Daily Attendance.			Daily Att.			Sent to Grammar Schools.			Sent to the High School.			Received from Public Schools.			Average age Dec. 31, 1867.		Over 15, Dec. 31, 1867.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Per Ct.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	YR. MO.	Total.		Total.
HIGH SCHOOL..	85	89	174	56	61	117	55	58	113	97			....	....	....	....	....	....	28	23	51	15	11	86	
BENTLEY G. S.	....	240	240	....	168	168	....	151	151	90			....	2	2	....	....	9	....	51	51	13	2	23	
BROWNE "	127	79	206	111	71	182	108	62	170	93			1	1	2	8	3	11	33	16	49	12	9	11	
EPES "	47	45	92	30	22	62	29	29	58	94			1	0	1	2	2	4	9	7	16	12	11	3	
HACKER "	138	....	138	106	....	*106	101	....	*101	95			4	....	4	6	....	6	30	....	30	12	9	8	
HUGGINSON "	....	188	188	....	149	149	....	131	131	88			....	4	4	....	5	5	....	33	36	12	8	13	
PHILLIPS "	181	....	181	152	....	152	144	....	144	94			9	....	9	8	....	8	6	....	6	12	5	5	
PICKERING "	111	103	214	76	72	148	73	67	140	95			1	5	6	5	2	7	22	22	44	12	4	14	
	607	655	1262	475	492	967	455	440	895	93			16	12	28	29	21	50	100	132	232	12	9	77	

* Estimated

Showing the Whole Number, Average Attendance, &c., of the Primary Schools for 1867.

SCHOOLS.	Whole No. of different pupils in 1867.			Average Number belonging.			Average Daily Attendance.			Daily Att.		Sent to Grammar Schools.			Received from Public Schools.			Rec'd from other sources.		Av. age Over 15, Dec. 31, 1867.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PerCt.	Att.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Total.	Total.	Total.	Total.
ABORN ST. P. S.	109	75	184	75	48	123	62	39	101	82		6	4	10	6	...	6	69	9	10	...
BENTLEY "	...	221	224	...	144	144	...	123	123	85		...	38	38	...	...	13	33	8	8	2
BRIDGE ST. "	72	47	119	40	32	72	36	26	62	86		13	5	18	3	1	4	14	8	...	...
BROAD ST. "	145	129	274	89	81	170	80	70	150	88		16	13	29	23	9	32	No Rpt.	7	11	2
BROWNE "	353	145	498	233	80	313	202	66	268	86		24	11	35	19	13	32	77	8	6	...
FOWLER ST. "	96	78	174	77	66	143	60	52	112	78		10	7	17	6	12	18	3	7	4	...
MASON ST. "	102	61	163	62	35	97	48	27	75	77		2	3	5	2	1	3	34	7	6	...
NORTH ST. "	139	122	261	114	95	209	95	81	176	84		19	18	37	8	8	16	49	7	9	...
PHILLIPS "	399	...	399	286	...	286	240	...	240	84		21	...	21	26	...	26	90	9	2	1
WILLIAMS ST. "	188	72	160	74	58	132	57	40	97	73		9	12	21	10	2	12	14	8	3	...
	1603	953	2556	1050	639	1689	880	521	1401	83		123	111	234	103	59	162	374	8	3	5

Questions submitted to First and Second Classes, in Grammar Schools, upon their Annual Examination in July, 1867.

FIRST CLASS....ARITHMETIC.

1. What is the greatest common divisor of 75, 63, 100, 40 ?
2. Add $\frac{2}{5}$ of a mile, $\frac{1}{2}$ of a furlong, 1 rod, $2\frac{1}{2}$ feet, and give the sum in inches.
3. The product of numbers is $74\frac{1}{5}$; two of them are $8\frac{1}{7}$ and $6\frac{6}{13}$; what is the third ?
4. How many yards of carpeting $1\frac{1}{2}$ yards wide will cover a floor 18 feet square.
5. A man sold a sheep for £1 $\frac{1}{2}$, a calf for £ $\frac{4}{5}$, and a fowl for $\frac{5}{8}$ s.; what did he receive for them all ?
6. Write in words the following decimal : 20110.01102905.
7. Multiply together $\frac{4\frac{1}{9}}{7}$ and $\frac{1\frac{2}{6}}{\frac{5}{8}}$ and divide the result by $\frac{1}{2}\frac{5}{8}$.
8. If 43 $\frac{3}{4}$ lbs. of meat will last 25 men 7 days, how many days will 58 $\frac{1}{3}$ lbs. last 13 men ?
9. What is the interest of \$62.50 from August 3, 1862, to April 11, 1863, at 7 $\frac{1}{2}$ per cent. ?
10. For what must a note be given payable in 30 days, to realize \$160 at a bank ?

SECOND CLASS....ARITHMETIC.

1. Write twenty-five thousand millions, two thousand and sixty.
2. Multiply 187,056 by 46,805, and divide the product by .04.
3. Multiply 7 m. 6 fur. 30 rods 4 yd. 2 ft. 7 in. by 12.
4. What are the prime factors of 8375 ?
5. $\frac{8}{9}$ of 6 is $\frac{4}{9}$ of what number ?
6. What part of one week is 12 h. 46 m. 48 sec. ?
7. A farmer has a field 27 $\frac{2}{3}$ rods long, and 19 $\frac{5}{8}$ rods wide. How much would it cost to enclose it with stone wall at \$3 per rod ?
8. Reduce $\frac{7}{12}$ to sixtieths.
9. Find the interest on \$1603.29 at 7 per cent., for 1 yr. 2 mo. 3 days.
10. If a man spend $\frac{2}{3}$, $\frac{1}{4}$, and $\frac{1}{21}$ of his money, and has \$4 left, how much had he at first ?

FIRST CLASS.....GRAMMAR.

1. Write the feminine of Marquis; of ram; of lord; of ambassador; of duke.
2. Write the plural of fox, and the rule for it.
3. Give an example in which an infinitive mood is qualified by an adjective.
4. Compare little; fore; late; dry; liberal.
5. Define a relative pronoun.
6. When are intransitive verbs rendered transitive?
7. Define the past-perfect tense.
8. Conjugate, that is, give the principal parts, of abide; choose; eat; forbear; have; rive; shear; beset; split; shoe.
9. Analyze the following: When a scholar is studious he has no time for trivial acts.
10. Give the syntax of the words in italics in the following passage:

Bright in her father's hall
 Shields gleamed upon the wall,
 Loud *sang* the minstrels *all*,
Chanting his glory;

When of old Hildebrand
 I asked his daughter's hand,
 Mute did the minstrel stand
 To hear my story.

SECOND CLASS.....GRAMMAR.

1. Name the four divisions of Grammar and tell of what they treat.
2. What is the rule for forming the plural of nouns ending in *f* or *fe*?
3. Decline Thomas in the singular.
4. Define the possessive case.
5. Write the comparative and superlative degrees of *happy*.
6. Decline *I*; *she*; *who*.
7. What is a transitive verb? Give an example.
8. Define the imperative mood.
9. Correct the mistakes in the following sentence :
 They took him and I into the parlor and telled us to set down :
 and we done it.
10. Parse the words in italics in the following sentence :
They that have enough may *soundly* sleep.

FIRST CLASS.....GEOGRAPHY.

1. Describe the character of the Atlantic coast of the United States.
2. Describe the Mississippi system, and name its principal rivers and their sources.
3. State in what parts of the United States copper is found.
4. What are the three great natural regions of the United States, and for what productions are they respectively adapted ?
5. Why is most of our foreign commerce carried on by the States on the North Atlantic coasts ?
6. State what you can of the city of Chicago.
7. In what part of the United States is the most rice produced ?
8. Along the Atlantic coast, what rivers separate States from each other wholly, or in part ?
9. Name all the States bordering on the Mississippi, and their capitals.
10. Name the mountain ranges of the United States, and locate them.

SECOND CLASS.....GEOGRAPHY.

1. Mention some of the proofs that the earth is round.
2. How can you find the cardinal points ?
3. Define meridians.
4. Describe the continents of the New World.
5. Name the uses of rivers.
6. Define a lake.
7. Name and describe the position of the capital of each New England State.
8. Name all the prominent capes on the coast of New England.
9. Describe the Susquehanna—giving its source, direction, bends, and larger tributaries.
10. Name the Middle Atlantic States.

FIRST CLASS.....HISTORY.

1. How was Columbus provided with means to make the discovery of the New World ?
2. Give some account of Balboa's discovery of the Pacific.
3. What were the circumstances that led to the Pequod war ?
4. In what year did Penn found Philadelphia?
5. Give some account of the settlement of New York.
6. Give some account of witchcraft in New England.
7. In what year, and by whom, was Braddock defeated?
8. Describe the provisions of the Stamp Act ?
9. Give some account of the invasion of Canada by Generals Montgomery and Arnold.
10. In what year and under what generals was the battle of the Cowpens fought ?

SECOND CLASS.....HISTORY.

1. From what place did Columbus sail on his first voyage of discovery, and when ?
2. Give a short account of the conquest of Mexico.
3. Give an account of the first voyage round the globe.
4. Who was Pocahontas ?
5. Give some account of Hudson's voyage to Manhattan Island, and up the river called by his name.
6. What Indian Sachem was an early and faithful friend to the Plymouth settlers ?
7. Give some account of John Eliot's labors in New England.
8. Give some account of Marquette the Jesuit.
9. In whose reign was Deerfield destroyed ?
10. Describe the remarkable discovery made by Benjamin Franklin.

ALL THE CLASSES.....SPELLING.

- | | | | |
|--------------|------------|----------------|------------------|
| 1. Roguish. | 6. Tannin. | 11. Viscid. | 16. Precision. |
| 2. Grievous. | 7. Weird. | 12. Poplar. | 17. Gypsy. |
| 3. Squadron. | 8. Sortie. | 13. Oxide. | 18. Doublet. |
| 4. Skewer. | 9. Gauge. | 14. Avalanche. | 19. Caterpillar. |
| 5. Sieve. | 10. Vica~. | 15. Celestial. | 20. Scourge. |

TABLE.

Showing the per centage obtained in the First and Second Classes.

SCHOOL.	Average Age. YR. MO.	Order of Class.	No. Ex- amined.	Arith- metic.	Gram- mar.	Geogra- phy.	Spell'g.	History	Average.
BENTLEY .. (Girls.)	{ 14 11 15 1	{ 1 2	{ 16 10	{ 85 86	{ 89 92	{ 90 74	{ 94 94	{ 67 55	{ 85 80
BROWNE.... (Mixed.)	{ 14 5 14 5	{ 1 2	{ 11 7	{ 95 68	{ 87 75	{ 94 91	{ 95 91	{ 93 63	{ 93 78
EPES..... (Mixed.)	{ 13 8 13 5	{ 1 2	{ 4 8	{ 100 86	{ 96 92	{ 90 92	{ 91 92	{ 89 73	{ 93 87
HACKER.... (Boys.)	{ 12 8 13 4	{ 1 2	{ 6 8	{ 98 90	{ 95 95	{ 96 97	{ 98 98	{ 96 89	{ 97 94
HIGGINSON. (Girls.)	{ 14 6 14	{ 1 2	{ 5 12	{ 100 94	{ 100 92	{ 95 96	{ 94 90	{ 95 94	{ 97 93
PHILLIPS... (Boys.)	{ 14 8 13 9	{ 1 2	{ 9 12	{ 82 86	{ 74 89	{ 92 79	{ 83 88	{ 92 75	{ 85 83
PICKERING. (Mixed.)	{ 14 6 14 4	{ 1 2	{ 12 10	{ 98 99	{ 80 88	{ 92 91	{ 93 88	{ 83 69	{ 89 87

Questions submitted to the Candidates for the High School.

CANDIDATE'S ARITHMETIC, 1867.

1. Write ten billion, one thousand and one.
2. In 2867×1809 what is the full value of the product of the 6 in the multiplicand by the 8 in the multiplier ?
3. Write the table of Apothecaries' Weight.
4. I own a rectangular field 2125 feet long and 1359 feet wide. How many feet in length of fence will it take to inclose it ?
5. What is the difference between 24 rd. 1 ft. 3 in. and 23 rd. 5 yd 2 ft. 11 in. ?
6. Find the prime factors of 6075, 4374, 96850.
7. Define a complex fraction, and write an example.
8. Define Decimal Fractions.
9. If $2\frac{1}{2}$ tons of hay cost \$101, what would $5\frac{1}{2}$ tons cost ?
10. Divide $\frac{2}{3}$ of $1\frac{1}{4}$ by $\frac{28\frac{1}{2}}{\frac{4}{58}}$ and multiply the result by $2\frac{1}{3}$.
11. Define a compound fraction, and write an example.
12. Why does multiplying the denominator of $\frac{2}{3}$ by 5 divide the fraction ?
13. Reduce .0005 of a mile to feet and inches.
14. How many bricks in the walls of a building 29 ft. long by 24 ft. wide and 30 ft. high, the walls being 2 ft. thick, and the bricks 8 in. long 4 in. wide and 2 in. thick ?
15. When snow is uniformly 6 in. deep, how many cubic feet are there on one acre of land ?
16. How many men will it take to earn \$73.28 in 8 days, if it takes 11 men 18 days to earn 302.28 ?
17. What is the amount of \$58.80 from Nov. 1, 1844, to Feb. 1, 1849, at $7\frac{1}{2}$ per cent. ?
18. In how long a time at interest will \$986.25 gain \$87.573 at 6 per cent. ?
19. A house purchased for \$2560 was sold for \$2685. What was the gain per cent. ?
20. For how much must a note payable in two months be given, to realize \$1000 at bank, money being worth 6 per cent.

CANDIDATE'S GRAMMAR, 1867.

1. Name some nouns used in the singular number only.
2. Define the possessive case.
3. State what you know about the articles.
4. How are adjectives compared? Compare late; fore; little.
5. What are *personal* pronouns ;
6. Mention some of the uses of *it*.
7. Define *adjective* pronouns.
8. What are auxiliary verbs. Name them.
9. Define the present-perfect tense.
10. How many participles have verbs ? Give an example of each.
11. Give the present and past tenses of the subjunctive form of *to be*.
12. What is an irregular verb ?
13. Give the principal parts of *forget*; *knit*; *shred*; *withstand*.
14. Name *ten* prepositions, and underscore any that are used as adverbs.
15. Name the copulative conjunctions.
16. Correct the errors in the following sentences :
 - (a) Between him and I there is some disparity of years, but none between him and she.
 - (b) For such as us to yield, were unwise.
 - (c) They that honor me, I will honor.
17. Parse the italicised words in the following sentence:

This state of things, though not *suited* to the tastes and qualities of all, is not, on the whole, *to be regretted* by educated men as *such*.
18. Write a sentence containing the word *that* used as two different parts of speech.
19. Write a sentence containing a participial noun.
20. Analyze the following sentence :

“ He hath brought many captives home to Rome,
Whose ransom did the general coffers fill.”

CANDIDATE'S GEOGRAPHY, 1867.

1. Describe the position of the United States in North America.
2. Describe the character of the Atlantic and Pacific coasts.
3. For what is the Adirondack region noted ?
4. Describe the Mississippi Basin, and trace its water-shed.
5. Describe the climate and soil of the Appalachian region.
6. Mention the minerals of the U. S., and the States where they are found.
7. From what country have most of the inhabitants of the United States originated ?
8. What region of the United States is naturally fitted for agriculture ? for manufacturing ? for mining ?
9. What are the principal articles manufactured ?
10. Locate and describe some one of the ten largest cities.
11. Why has the Miss. Basin the greatest natural facilities for domestic commerce ?
12. What useful inventions have been made by the American people ?
13. Why are the rivers of New England generally small ?
14. Draw an outline map of Pennsylvania, locating Philadelphia and Pittsburg.
15. Describe the location of Wilmington, N. C.
16. Why has Louisiana greater facilities for commerce than any other Southern State ?
17. Name the boundaries of Tennessee, and give the capitals of all the States that border upon it.
18. Name the present territories of the United States.
19. Define a hemisphere. A water-shed. A plateau.
20. Describe the manner in which rivers are formed.

CANDIDATE'S HISTORY, 1867.

1. Give an account of the discovery of America by Columbus, with some facts of his life.
2. Where, and by whom, was the first permanent French settlement in North America made.
3. Give a brief account of the conquest of Mexico.
4. Give an extended account of the settlement of Plymouth.
5. Why did Roger Williams leave this city and settle at Providence?
6. In what year, and by whom, was Pennsylvania settled?
7. Who settled Georgia, and for what purpose?
8. When, and by whom, was the first American newspaper issued?
9. Mention some of the prominent causes of the American Revolution.
10. How did the people show their dislike of the Stamp Act?
11. Give some account of Ethan Allen.
12. Who won the battle of Bennington, and what were its results?
13. In what year was Yorktown taken, and by what forces?
14. Mention some of the naval battles in the war of 1812, and state which parties were victors.
14. Why did not the British succeed in taking New Orleans in this war?
16. What were the causes of the war with Mexico in 1846?
17. During whose administration were commercial relations opened with Japan, and under what officer?
18. What generals fought the battle of Gettysburg and what were its consequences?
19. How many years does the president hold his office unless re-elected? a senator, how many? a representative?
20. How often *must* congress meet, and *when* does it usually do so?

CANDIDATES SPELLING, 1867.

- | | | |
|------------------|------------------|--------------------|
| 1. Labyrinth. | 8. Engineers. | 15. Enamel. |
| 2. Irascible. | 9. Mahogany. | 16. Isosceles. |
| 3. Lottery. | 10. Geyser. | 17. Inveigh. |
| 4. Contumacious. | 11. Niece. | 18. Periphery. |
| 5. Villainous. | 12. Bazaar. | 19. Ubiquitous. |
| 6. Liquidate. | 13. Purlieu. | 20. Pusillanimous. |
| 7. Aromatic. | 14. Crystallize. | |

COURSE OF STUDY IN THE SALEM HIGH SCHOOL.

LANGUAGES.

	LANGUAGES.				History.	Natural Science.	Mathematics.
	Mental Science.	Greek.	Latin.	French and German.	English.		
Sept. to Mar. 1st Year.			Latin Gram. [Harkness]		Anc. History. [Wil.'s Out.]		Arithmetic. Algebra. [Greenl.'s El.]
Mar. to Sept. 1st Year.			Latin Gram. Latin Reader. [Harkness]		Anc. History. [Wil.'s Out.]	Nat. Philos. [Quackenbos.]	Algebra. [Greenl.'s El.]
Sept. to Mar. 2d Year.		Greek Gram. [Sophocles.]	Latin Reader. [Andrews.]	Magill's Grammar and Reader	Mod. History. [Wil.'s Out.]	Nat. Philos. [Quackenbos.]	Algebra. [Greenl.'s El.]
Mar. to Sept. 2d Year.		Greek Gram. [Sophocles.]	Cæsar. [Andrews.]	Dumas' Napo.	United States Constitution.	Physiology. [Hooker.]	Geometry. [Davies Leg.]
Sept. to Mar. 3d Year.		Xen. Anab.	Cæsar finished. [4 books.] Sallust, or Ovid.	Dumas' Napo. Charles XII.	Rhetoric. [Newman's.]		Book-Keeping, Geometry. [Davies' Leg.]
Mar. to Sept. 3d Year.		Xen. Anab.	Cicero.	Picciola Plays.	Rhetoric. [Newman's.]	Chemistry. [Youmans.]	Trig. & Surv'g [Loomis.]
Sept. to Mar. 4th Year.	Ment. Philos.	Xen. Anab. Homer's Illiad. [3 books.]	Virg. Æn. Lat. Prose Com	Germ. Gram. Adl.'s Reader.	Eng. Liter. [Chaucer.] [Spenser.]	Astronomy. [Mattison's]	Rev. Math. College Class.
Mar. to Sept. 4th Year.	Evidences of Christianity.	Greek Prose Composition.	Virg. Ecl. Horace. Lat. Prose Com.	Undine, William Tell	Eng. Liter. [Shakspeare.] [Milton.]	Botany. [Gray's.]	

Themes and Declamations, tri-weekly through the Course. College Classes omit Mental Science, French, German, and after the second year, Natural Science, and Mathematics. Other pupils take the whole course, omitting Greek.

The following is a list of the different studies pursued in the High School during the year 1867, and the number in each:

Algebra	128	Chemistry	14	English Literature	31	German	19	Latin	174	Physiology	27
Book-Keeping	18	Composition	174	French	74	Greek	26	Philosophy (Nat.)	74	Rhetoric	49
Declamation	70	English Grammar	77	Geometry	46	History	122	Philosophy (Ment.)	21	Trigonometry	14

Course of Study in the Grammar Schools.

FOURTH CLASS.

No. 1. Colburn's First Lessons, and D. Colburn's Common School Arithmetic through Compound Division. 2. Guyot's Common School Geography to Part II. 3. Hillard's Fourth Reader. 4. Worcester's Spelling Book to page 53, with practice of consonant sounds. 5. Writing, according to Payson, Dunton and Scribner's system.

THIRD CLASS.

No. 1. Colburn's First Lessons, and D. Colburn's Common School Arithmetic to Fractions. 2. Grammar (parts of speech taught) orally. 3. Guyot's Common School Geography to Africa. 4. Hillard's Intermediate Reader. 5. Worcester's Spelling Book to page 95. 6. Writing,—same series as above.

SECOND CLASS.

No. 1. Colburn's Common School Arithmetic to Proportion. 2. Bullions' (or Kerl's) Grammar to Syntax. 3. Guyot's Common School Geography to Europe. 4. Hillard's Fifth Reader (Easier Selections.) 5. Worcester's Spelling Book. 6. Quackenbos U. S. History to Part III.

FIRST CLASS.

No. 1. Colburn's Common School Arithmetic to Sect. xxi. 2. Bullions' (or Kerl's) Grammar to page 208. 3. Guyot's Common School Geography to Part iv. 4. Hillard's Fifth Reader (completed.) 5. Worcester's Spelling Book, page 137. Abbreviations and Use of Capitals, &c.

Books and Studies to be attended to in the Primary Schools.

The order of Lessons and Exercises to be arranged by Teachers.

SIXTH CLASS.

Reading and Spelling. Hillard's First Reader or Primer to page 30. Words in columns to be spelled without book. Also words from the reading lessons given. Use also letter and word cards. Practise youngest pupils in learning *words* as well as *letters*. Teach, orally, distinction between long and short vowel sounds. Show the great outlines of capitals on black-board.

Drawing and Printing. Print small letters in plainest form. Draw straight lines, and outlines of simple forms on black-board for imitation.

Numbers. Develop these as far as ten by the use of objects. Use the numeral frame to count as high as fifty or even one hundred.

Repeat short verses and maxims. Give oral instructions upon the senses ; the objects in the school room ; common plants ; domestic animals ; size, form and color of common things ; explain pictures and cuts.

Sing, each session, not over five minutes. Practise at regular times simple physical exercises, once at least each half day.

FIFTH CLASS.

Reading and Spelling. Hillard's Reader completed. Spelling columns and words from lesson. Print spelling and reading lessons on slate. Spell short words by sound. Also spell names of objects in and around the school room, vocally and by writing.

Drawing and Printing. Capital letters in elementary forms. Practice forming geometrical figures both in straight and curved lines. Imitations of simple outlines from board or chart. Roman numerals written to L.

Numbers. Counting objects in sight, and counting by twos to one hundred, and backwards. Adding and subtracting small numbers, using numeral frame. Writing Arabic numerals to one hundred.—Teach Table of Federal money, using the different pieces for illustration.

Repeat short verses and maxims. Similar subjects to those in Sixth Class, treated orally. Some account of the human system ; trees ; habitations ; books ; days of the week, and months of the year. Singing and physical exercises as in Sixth Class.

FOURTH CLASS.

Reading and Spelling. Hillard's Second Reader. Careful practice on enunciation exercises. Worcester's Primary Speller to 25th page. Spelling from Reading Lessons, by letters and sounds. Practise spelling common household and school objects. Some common abbreviations.

Printing and Drawing. Practise printing words from lessons read. Arabic numerals written. Drawing plane and solid figures from cards or black-board. Count by twos and fives to two hundred

Numbers. Adding and subtracting small numbers; multiplication table. Roman numerals familiarized to one hundred. Practise telling time by clock.

Repeat verses and common short quotations. Give oral lessons on the distinctions of the natural kingdoms, asking questions to lead to exercise of the powers of observation. Illustrate colors, drawing attention to natural hues of grass, sky, clouds, rocks, &c. Trades and their uses.

Singing and physical exercises. Call attention to attitudes, both sitting and standing.

THIRD CLASS.

Reading and Spelling. Hillard's Third Reader begun. Spelling words, with definitions of the difficult ones. Worcester's Primary Speller to page 45th. Abbreviations and punctuation.

Writing and Drawing. Capital and small script letters. Different plane outlines. Give notion of a plan or map. Dictation exercises to practise pupils in giving attention.‡

Numbers. Multiplication table. Miscellaneous questions in the use of small numbers. Colburn's First Lessons to page 37. Add, subtract, and multiply small numbers mentally.

Repeat passages from books or black-board. Oral exercises upon different kinds of words and their qualities. Common household articles and their use, how they are made, &c. Minerals and their uses.

Singing and physical exercises.

SECOND CLASS.

Reading and Spelling. Hillard's Third Reader with practice on elementary exercises. Spelling and defining from text. Worcester's Primary Speller to page 70. Abbreviations and punctuation. Dictation exercises.

Writing and Drawing. Small script letters. Simple script capitals. Drawing from cards. Imitation of copies on board.

Numbers. Practise on addition, subtraction, multiplication and division tables. Colburn's First Lessons to page 63. Simple operations in written arithmetic explained. Notation to 10,000.

Oral Lessons. Articles of foreign commerce. Plants. Animals not domestic. Common things.

Singing and physical exercises.

FIRST CLASS.

Reading and Spelling. Hillard's Fourth Reader to Lesson 41, with careful practice on the introduction. Worcester's Primary Speller completed. Spelling from Reader, and definitions. Abbreviations. Punctuation in connection with dictation exercises. Use of capitals.

Writing and Drawing. Copying sentences from board or dictation, with punctuation and capitals. Outlines of geographical features; as islands, seas, capes, &c., to illustrate definitions.

Numbers. Colburn's First Lessons to page 81. Practice in written addition, subtraction, and multiplication. Roman Numerals to one thousand. Arithmetical tables.

Guyot's Primary Geography. Used mainly as conversation lessons, dwelling much on great natural features of countries, habits of people, &c.

Learn thoroughly summaries and maps.

TABLE.

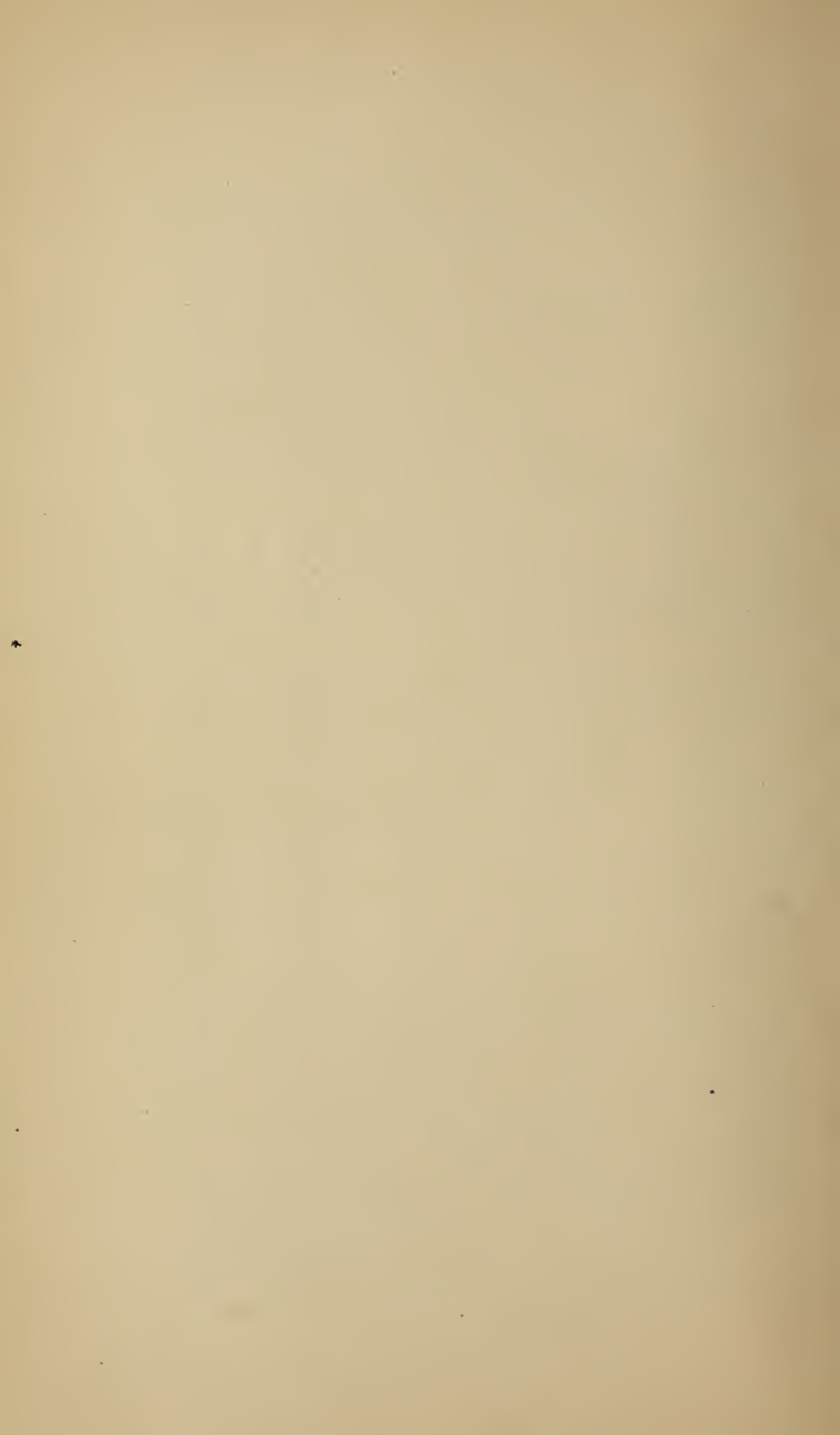
Shewing Names of Teachers Employed in Service of the City, in what Schools, the date of their commencing Service, and Annual Salaries.

HIGH SCHOOL.		
Abner H. Davis.....	September, 1864	\$2000
John W. Perkins.....	September, 1865	1200
Susan A. Osgood.....	February 1868	850
Eliza A. Melzeard.....	December, 1866	650
Mary J. Thayer.....	October, 1867	650
BENTLEY GRAMMAR SCHOOL.		
Mary J. Fitz.....	April, 1838	800
Anna Whitmore.....	March, 1842	500
Mary A. Colman....	September, 1846	500
Margaret A. Dunn....	March, 1857	500
BROWNE G. S.		
Jacob F. Brown.....	March, 1854	1500
Adaline Roberts.....	December, 1858	500
Harriet C. Gray.....	November, 1854	500
Abbie A. Baker.....	April, 1863	500
EPES G. S.		
Levi F. Warren.....	September, 1855	1500
Ellen F. Wheeler.....	December, 1860	500
HACKER G. S.		
Henry F. Woodman.....	March, 1865	1500
Harriet N. Felton.....	September, 1854	500
Margaret G. Stanley.....	June, 1863	500
HIGGINSON G. S.		
Mary L. Shepard.....	September, 1839	850
Phebe E. Church.....	December, 1856	550
Sarah A. Lynde.....	April, 1859	500
Annie M. Bates....	September, 1861	500
PHILLIPS G. S.		
Charles R. Brown.....	December, 1865	1500
Maria T. Luscomb.....	October, 1864	500
Aroline B. Meek.....	September, 1857	500
Helen E. Carter.....	March, 1867	500
PICKERING G. S.		
William P. Hayward.	September, 1852	1500
Sarah E. Cross.....	March, 1845	500
Mary A. Cross.....	March, 1851	500
Margaret B. Fitz.....	September, 1866	500
ABORN ST. PRIMARY SCHOOL.		
Abby F. Nichols.....	June, 1862	525
Sarah F. Daniels.....	September, 1864	450

TABLE.

Shewing Names of Teachers Employed in Service of the City, in what Schools, the date of their commencing Service, and Annual Salaries.

BENTLEY P. S.		
S. Augusta Brown.....	November, 1842	\$525
Eliza G. Cogswell.....	September, 1855	450
Sarah E. Honeycomb.....	October, 1855	450
BROAD ST. P. S.		
Caroline Stevens.....	January, 1848	525
Emily A. Glover.....	October, 1864	450
Ella F. Kehew.....	March, 1865	450
Kate C. Innis.....	January, 1867	450
BROWNE P. S.		
Harriet M. Tyler.....	January, 1857	525
Harriet E. Lewis.....	September, 1862	450
Matilda Pollock.....	November, 1863	450
Mary E. Stanley.....	September, 1864	450
Eliza W. Crowell.....	June, 1866	450
Isabel M. Emilio.....	July, 1867	450
FOWLER ST. P. S.		
Hannah E. Morse.....	September, 1855	525
Mary E. Dockham.....	September, 1862	450
Eliza I. Phelps.....	April, 1864	450
NORTH ST. P. S.		
Maria Cushing.....	March, 1847	525
Elizabeth C. Russell.....	September, 1854	450
Lucy A. Smith.....	June, 1858	450
Caroline J. Symonds.....	December, 1860	450
PHILLIPS P. S.		
Margaret E. Webb.....	October, 1856	525
Jeannette Gerald.....	September, 1860	450
L. Augusta Hill.....	December, 1864	450
Helen A. White.....	September, 1865	450
Margaret Haskell	January, 1866	450
Annie L. Hill.....	January, 1866	450
BRIDGE ST. P. S.		
Caroline P. Dalton.....	January, 1855	525
H. A. Moulton.....	April, 1866	450
MASON ST. P. S.		
Lydia L. A. Very....	December, 1841	525
Emeline M. Littlefield.....	January, 1862	450
WILLIAMS ST. P. S.		
R. Anna Harris.....	June, 1859	525
Georgiana Lewis.....	October, 1867	450



579.744
S23
1868

CITY DOCUMENT, No. 4, 1869.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

OF THE
CITY OF SALEM;

TOGETHER WITH THE

Report of the Superintendent of Schools.



JANUARY....1869.

SALEM :
GEORGE W. PEASE AND CO., PRINTERS.
1869.

CITY DOCUMENT, No. 4 1869.

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM ;

TOGETHER WITH THE

Report of the Superintendent of Schools.



JANUARY....1869.



SALEM :
GEORGE W. PEASE AND CO., PRINTERS.
1869.

IN SCHOOL COMMITTEE, }
Salem, Jan. 18, 1869. }

Ordered, That the Reports of the several Standing Sub-Committees be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth.

Ordered, also, That the Report of the Superintendent, this evening presented, be published in connection with the annual Reports of the Board.

STEPHEN P. WEBB, Secretary.

379.744
Sa 3
1868

HIGH SCHOOL.

Master.

JOHN W. PERKINS.

Sub-Master,

JOHN H. WILLIAMS.

First Assistant.

SUSAN A. OSGOOD.

Assistants.

MARY J. THAYER.

ELIZA A. MELZEARD.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 18, 1869. }

ANNUAL REPORT OF THE FIRST VISITING COMMITTEE.

The First Visiting Committee would respectfully report that the condition of the High School is in their judgment, satisfactory and hopeful. The changes which have taken place during the past year, in the corps of Teachers, and to some extent, in the methods of instruction, have been without permanent detriment to the discipline of the School, and promise ultimately to result in decided advantage to it. There has been an advance on the part of the pupils, in some important particulars, in the direction of general decorum and diligence, which is gratifying; and there

has been a freedom from friction, and a harmony of purpose, on the part of the Teachers and the pupils, which we have sometimes felt the want of in times past. While there are still problems to solve, and ends desirable to achieve to which we do not see our way clear, we are glad to believe that the public as well as ourselves discern manifest improvement in the school, that it steadily grows in favor, and that in point of excellence in scholarship and of efficiency in instruction, it will now compare favorably with other High Schools in the Commonwealth.

Mr. Abner H. Davis, for four years Master of the school, having in June last declined to be a candidate for re-election, the Committee felt great pleasure in recommending the promotion to the Mastership, of our capable, scholarly and popular Sub-master, Mr. John W. Perkins. He was elected, accepted the appointment, and has already shown himself as well able to fill the higher position as that in which he had won our approbation previously.

By the promotion of Mr. Perkins, the Sub-mastership was of course vacated, and this was filled by Mr. J. H. Williams, of Dudley, a graduate of the last class at Amherst College, and well qualified both by scholarship and previous experience in High Schools to perform the duties of the office. With the exception of a period during which he was laid aside by sickness, he has fully met our expectations, and given general satisfaction as an instructor.

Early in the municipal year, namely, in February 1868, the First Assistantship also was vacated by the resignation of Miss Isabel C. Tenney, to accept a position in the Framingham Normal School. The

Committee deem themselves to have been very fortunate in securing for this important place Miss Susan A. Osgood, of Chelsea, under whose experienced and skilful teaching, we have noted marked improvement on the part of that portion of the school under her immediate charge.

The other Assistants, and the Teacher of Music, remain the same as at the date of last year's report, and all have faithfully and creditably performed their duties, and merited our approbation. The Committee earnestly hope that the corps of instruction as at present constituted may continue to be the strength of the school for a good while to come.

We were able to report a year ago, that the school had had the advantage of a course of lectures upon subjects connected with the science of Zoology, by Prof. Morse of the Essex Institute. Besides continuing this, we have been able to secure in addition a course on Geology by Prof. Hyatt of the Institute, and during the summer months a course on Botany by Mr. Tracy, of Lynn. We believe these lectures have not a little interested and benefited the school, besides widening the range of the instruction imparted, and we hope that they may be continued in future years.

At the close of the school year in July, a class of nineteen was graduated, to wit, seven boys and twelve girls. Of the former, four entered college with a standing which was to us gratifying. At the beginning of the current year, we received a Junior Class of forty-four, to wit, twenty-four boys and twenty girls. We are able to report now an aggregate attendance of one hundred and eighteen, to wit, fifty-seven boys and sixty-one girls, of whom twenty

one are pursuing a course of studies preparatory to College. This aggregate is precisely the same as that reported a year since, save that the division by sex shows more boys and proportionately fewer girls.

The Committee cannot close their Report without adding renewed testimony to the double benefit inuring to the school from the effort of our laborious and able Superintendent of Schools; his influence upon the school directly being admirable, and the results of his labors in the next lower grade of Schools having become apparent in the make-up of the new class we have received from them. Time is making more and more evident, we believe, the wisdom of the City in giving to the school system a trained, a thoroughly capable, and unifying supervision. For further details of information, and for the Superintendent's own judgment as to the present state of the High School, we may refer to his Annual Report.

All of which is respectfully submitted.

For the Committee.

CHARLES RAY PALMER,
GEO. F. CHOATE,
D. B. HAGAR.

GRAMMAR SCHOOLS.

BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers* : Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, Margaret A. Dunn, Assistants. *Committee*, James A. Gillis.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers* : Jacob F. Brown, Principal; Adaline Roberts, Caroline P. Graves, ———, Assistants. *Committee*, Robert Chase.

EPES. For Boys and Girls residing in Ward Four north and west of the "Town Bridge." *Teachers* : Levi F. Warren, Principal; Ellen F. Wheeler, Assistant. *Committee*, Edmund B. Willson.

HACKER. For Boys residing in Wards Three and Four south and east of the Town Bridge; also, in Ward Six, that portion of Mason Street West of the Mason Street school-house, with the streets lying south of the same. *Teachers* : Henry F. Woodman, Principal; Harriet N. Felton, Margaret G. Stanley, Assistants. *Committee*, James A. Farless.

HIGGINSON. For Girls residing west of the middle of St. Peter and Central streets, south and east of the Town Bridge, and in that part of Ward Six described above. *Teachers* : Mary L. Shepard, Principal; Phebe E. Church, Sub-Principal; Sarah A. Lynde, Annie M. Bates, Assistants. *Committee*, Henry J. Cross.

PHILLIPS. For Boys residing in Wards One and Two. *Teachers* : Charles R. Brown, Principal; Aroline B. Meek, Maria T. Luscomb, Helen E. Carter, Assistants. *Committee*, Henry J. Pratt.

PICKERING. For Boys and Girls residing in Ward Six that portion excepted which belongs to the Hacker district. *Teachers* : William P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, Margaret B. Fitz, Assistants. *Committee*, William Lord.

GRAMMAR SCHOOLS.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 18, 1869. }

THE SECOND VISITING COMMITTEE respectfully present their

ANNUAL REPORT.

The seven Grammar Schools, of which this committee have oversight, remain as they were, in respect to organization and location, at the date of the last annual report. During the year they have been skillfully and faithfully taught, under careful and judicious superintendence. Miss Harriet C. Gray and Miss Abbie Baker, assistants in the Browne School, have resigned to take other positions considered more desirable. These ladies have served the city long and well, and we are sorry to lose them. Miss Caroline P. Graves takes Miss Gray's place and we have no doubt will be found worthy of the office. Miss Baker's successor has not yet been appointed. The teachers in our Grammar Schools have labored in the public service for an average period of more than eleven years, varying from two months to thirty years. If in any case such conservatism indicates a fault or a weakness on the part of those who have the removing and appointing power,—yet, in the main, we consider it a subject for congratulation to ourselves and the public. We are glad and proud to retain so many veterans in the service. While we welcome the

freshness and vivacity of youth, not the less do we value the force and directness which come with more mature years and greater experience. Those who best know our schools and teachers know also that among the oldest in office we find enthusiasm and earnestness not surpassed by the last and most promising graduate of any normal school.

The use of *Kerl's Grammar* and *Guyot's Geography*, which was commenced last year, has been made more general, to the exclusion of all other text-books in those studies. These changes are both believed to be improvements, but the gain is more evident in regard to geography. The former text-book was a hinderance rather than a help, and that was a poor teacher indeed—if such there were—who was not far in advance of the book. The works and methods of Guyot have given a vigorous impulse to teachers and pupils, who alike manifest a freshness of interest and a degree of real progress quite new in respect to this study. Anderson's *History of the United States* has been substituted for the work of Quackenbos. The book thus superseded was by no means faultless, yet the change was made with some reluctance and mainly out of deference to the strongly expressed wish of a majority of the Principals. If to fix in the memory a dry and colorless statement of facts, events, and dates, without literary embellishment or interesting narrative, be the true purpose of teaching history,—then the new book is certainly better than the old. But, having discarded similar methods in geography, why should we return to such in history? Yet we respect the opinions of our teachers, and we have thus acknowledged their right to a voice in the choice of

instruments wherewith to do their work. And we doubt not that most of them will supply from their personal resources whatever the book may lack. Perhaps the "written examinations" and the numerical abstracts of their results, which for a number of years we have made the main test of the teacher's skill and success, have not been well suited to all branches of instruction. We must expect that teachers will adapt their work to the standard by which their employers measure it. Such examinations, valuable as they are, should by no means exclude others conducted orally and better calculated to evoke the life and spirit of learning. And we may here express the regret with which we have learned, incidentally and not by way of complaint, that one or two of our most excellent teachers have shown a certain nervous impatience and an unwillingness that their pupils should be questioned by the Superintendent during recitation. Such feeling is not unnatural, yet we trust that its manifestation is in all cases involuntary, and that, by self-control on the part of the teacher and judicious persistence on the part of the Superintendent, it may cease to exist. Systematic instruction in Vocal Music was, by order of the Board, commenced in our Grammar Schools in September last. The experiment has been attended with success, and the influence of this art is such as has followed its introduction elsewhere.

Whatever changes may be made in management and instruction we hope that ours may never become "show-schools." A good school will never fail to interest and please the visitor who can appreciate true excellence. But the reputation of being a "nice

school to visit," and the desire for such distinction, are not without danger. We think it a characteristic of our teachers that, in general, they have not sacrificed substance to show, but have devoted themselves and their schools to legitimate objects. May such ever be the case.

An increase in the number of pupils in some of our schools has resulted from the discontinuance of the Roman Catholic school for boys in the western part of the city, a similar school in the eastern section having been closed three years ago. To whatever cause it may be attributed we gladly record the fact. Those schools were not only sectarian, but, from the nature of the case, they were also foreign schools. Their direct tendency was to foster and perpetuate in the community and body politic a distinct element of nationality and caste, to embitter the antipathies of race, to excite social distrust and aversion, and to aggravate religious prejudice and intolerance on both sides. Their existence was a standing reproach to our common-school system which thus failed to be accepted by so large a class, so much in need, and contributing no small share of the cost. We hope that the children who are thus transferred to our public schools may have no reason to regret the change, that their national and religious peculiarities may be respected as American Protestants would desire were the conditions reversed. Only thus can we avoid a pretext for the re-establishment of such schools as those in question. To abrogate social distinctions is no function of the common school. We would make our schools acceptable to all, and would enforce unnecessary distasteful associations upon none. But if

a fastidious delicacy should in any case object to the presence of poverty with its often unpleasant accompaniments,—however we might regret the occasion, we should say that the exclusive element must give way.

As truancy is undoubtedly on the increase in this city the committee deem it advisable to ask attention to the statute on this subject, which requires each city and town to “make all needful provisions and arrangements concerning habitual truants,” and “children wandering about the streets” not attending school and growing up in ignorance; and also to make all such by-laws concerning such children as shall be deemed most conducive to their welfare and the good order of such city or town; and also to appoint suitable officers to carry such by-laws into effect. We therefore recommend that the City Council be requested to give their early attention to this subject.

Although the history of our Grammar Schools for the year has been marked by no very notable event, yet measures of moment have been initiated, to take effect in the course of the next municipal year.

In the first place a new building, nearly completed, erected by order of the City Council on Herbert St., which was intended to be occupied by a primary school, has been appropriated by the School Committee to the use of the Phillips School,—a step disapproved by a majority of the Visiting Committee present at the adoption of this report.

The new house, partly erected on Dean St., is intended for the use of the Hacker, Epes, and Higginson Schools united. With regard to the first named two schools such union has been long contem-

plated and repeatedly recommended. The inclusion of the Higginson School in the same plan, although of more recent origin, has been sanctioned by the Board and approved by this committee. The special committee of that school however, representing what he considered to be the interests of its pupils, felt obliged to protest against this feature of the proposed union. We have not been informed with regard to the details of the plan of this building, but, from the large sum appropriated and the character of the "building committee," we infer that it will be found, when completed, in every way fitted for its important use.

The change in the Regulations, by which the transfer of pupils from the Primary to the Grammar Schools is made semi-annual instead of annual, will first take effect in March next. Some inconvenience in the Grammar Schools will probably attend the operation of this rule at first, yet we think it important that it should be strictly observed, and we trust that any objection or difficulty may be readily and cheerfully overcome.

Before the appointment of a Superintendent of Public Schools in this city, the duties now devolving upon that officer were assigned to sub-committees. However imperfectly those duties were performed, the members of the Board, unless grossly negligent, could hardly fail to acquire a better knowledge of the schools under their supervision than is now directly attainable. The Regulations do not now even make it the duty of sub-committees to examine the schools committed to their especial care, although we do not know that the *right* to do so has ever been questioned. The Superintendent is the voice as well as the eye

and hand of the School Committee. The annual account of the schools and of his doings, which his duty requires of him, obviates the necessity of elaborate and detailed reports from the several visiting committees. His report will no doubt supplement the deficiencies of this paper which is most respectfully submitted.

For the Committee,

HENRY J. CROSS, Chairman.

PRIMARY SCHOOLS.

ABORN-STREET SCHOOL. *District Limits*; A line from the North River, along the centre of the transverse section of Silver street; thence crossing in a right line to the junction of Prospect and Summit streets, excluding the latter; thence direct to the City boundary; thence by City boundary and North River to the bound first named. *Teachers*: Abbie F. Nichols, Principal; Sarah F. Daniels, Assistant. *Committee*, Daniel Varney.

BENTLEY SCHOOL. (For Girls only.) *District Limits* From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Brown, Pleasant and Bridge streets, to the Essex Railroad; thence by the railroad and shore line (including the neck, &c.,) to the bound first named. *Teachers*: S. Augusta Brown, Principal; Eliza G. Cogswell, Sarah E. Honeycomb, Assistants. *Committee*, William P. Goodhue.

BROAD-STREET SCHOOL. *District Limits:* From the North River, by the Eastern Railroad, to the South River; thence, by the shore line, to the foot of Phelps' Court; thence, by Phelps' Court and Flint street excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge; thence, by the river to the bounds first named. *Teachers:* Caroline Stevens, Principal; Emily A. Glover, Kate C. Innis, Ella F. Kehew, Assistants. *Committee,* Edward S. Atwood.

BROWNE SCHOOL. *District Limits:*—include all of Ward Five. *Teachers:* Harriet M. Tyler, Principal; Isabel M. Emilio, Harriet E. Lewis, Matilda Pollock, Mary E. Stanley, Mary J. Pickering, Helen M. Miner, Assistants. *Committee,* Simeon Flint.

FOWLER-STREET SCHOOL. *District Limits:* North and Essex streets, to Flint street; thence including both sides of Flint street and Phelps' Court, to the Mill Pond; thence by the Mill Pond and Eastern Railroad, to the City bounds; thence, by the City bounds to the turnpike; thence by a right line to the junction of Prospect and Summit street; thence, by a right line to the transverse section of Silver street; thence along the centre of Silver street to the North River; and thence, by the river, to the bound first named. *Teachers:* Hannah E. Morse Principal; Mary E. Dockham, Eliza I. Phelps, Sarah L. Woodbury, Assistants. *Committee,* George F. Choate.

NORTH-STREET SCHOOL. *District Limits:* A line from the North River, crossing Mason street, and including both sides of Barr, School and Grove streets, to the gate of the cemetery; thence west to the river; with so much of Ward Six as lies north and east of said line. *Teachers:* Maria Cushing, Principal; Elizabeth C. Russell, Lucy A. Smith, Ellen P. Sibley, Assistants. *Committee,* Charles A. Ropes.

PHILLIPS SCHOOL. (For Boys only.) *District Limits:* The same as those for the Bentley School; *which see.*

Teachers : Margaret E. Webb, Principal; Jeanette Gerald, L. Augusta Hill, Margaret Haskell, Annie Hill, Helen A. White, Assistants. *Committee*, George A. Perkins.

BRIDGE-STREET SCHOOL. *District Limits* : The Essex Railroad from Collins' Cove to Bridge street; thence, through centre of Bridge to Northey street; thence, excluding both sides of Bridge street to the river; thence by the shore line, to the bound first named. *Teachers* : Caroline P. Dalton, Principal; H. Augusta Moulton, Assistant. *Committee*, William P. Goodhue.

MASON-STREET SCHOOL. *District Limits* : From the North River, including both sides of Grove street, to the gate of the cemetery; thence, by Grove, School and Barr streets, excluding both sides thereof, and south to the river; thence, by the river, to the bound first named. *Teachers* : Lydia L. A. Very, Principal; Anstiss P. Stevens, Assistant. *Committee*, Daniel Varney.

WILLIAMS-STREET SCHOOL. *District Limits* : From South Bridge, by the river, to the Eastern Railroad; thence, by the railroad to the North River, thence, by the river and Bridge street, including both sides of the street, to Northey street; thence through the centre of Bridge, Pleasant, Brown, St. Peter, Essex, Central, and Lafayette streets, to the bound first named. *Teachers* : R. Anna Harris, Principal; Georgiana Lewis, Assistant. *Committee*, Geo. A. Perkins.

The following Text books are prescribed for the Intermediate and Primary Schools :

Hillard's First, Second, Third, and Fourth Readers.

"My First School Book."

"Worcester's Primary Spelling Book."

Guyot's Primary School Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Each scholar must be provided with a Multiplication Table and a Slate.

REPORT OF THIRD VISITING COMMITTEE.

The Primary Schools of the City, appear as a whole to be in a prosperous condition. Under the skilful management of the Superintendent whose interest and care has been unwearied, they have attained a level higher, and are efficient to a greater degree, than at any former period. So gradually as not to produce confusion—and yet steadily, a process of systematizing has gone on, which has corrected many errors of long standing, pushed into prominence many neglected points, and wrought out benefits, which show conclusively the advantage of having *one* controlling mind, at the head of our educational affairs. Whatever may have been the experience of the supervisors of other departments of our school system, the Third Visiting Committee feel that they do no more than simple justice, in thus expressing the obligations under which they lie to the Superintendent for his suggestions and oversight.

At last, after years of waiting, constant struggle, and infinite “red tape,” the Broad Street School House, one of our three hobgoblins, bids fair to drop out of our discussions, and trouble the Board no more. An excellent plan for remodelling has been adopted, giving enlarged accommodations, improved light and ventilation and other incidental advantages; the work of reconstruction has been commenced and the contractors promise the building to the committee in March. The old building was but partially supplied with desks and it is hoped that the Board will authorize

the Superintendent to fill up the quota, and give the school a fair start in all particulars in their new quarters.

The greatest trouble which has been experienced during the year, has arisen from the insufficiency of School accommodations. This is a great and increasing difficulty. In the Mason Street School especially, it has proved a matter not easy to manage. Whether the city be growing or not, the number of children who attend our Primary Schools is certainly multiplying, and some provision must be made for them. It is hoped that this subject will soon engage the attention, and call forth the wisdom, of those to whom it properly belongs, to see that every child in the city has a fair chance to study and learn to the full extent of his inclination.

Your Committee also wish to bear testimony to the good results which have followed the introduction of the study of Vocal Music in our Primary Schools. Not only does it furnish an agreeable and wholesome recreation, but it puts heart and interest into the scholars, and in proportion as the ordinary vocal music in our school exercises becomes less a Babel of discords and more and more a concord of sweet sounds, will its animating influence be felt. It is believed that not the least of its advantages will be seen in improvement in the style of reading, doing away with the intolerable sing-song and drawl, and substituting in its place distinct articulation, proper inflections and intonations, which shall not commit the capital crime of murder, upon all the sentiments of the text. In conclusion, your Committee beg leave to commit anew the interests of the Primary Schools, to the

special consideration of the Board. All educational soundness must found here. If Grammar Schools and High School are to be furnished with imperfectly disciplined and ill taught pupils from the lower grades, they have double work to do. Only as we see to it that in the very beginnings of education, right views are inculcated, right habits of study acquired, and right discipline enforced, can we hope to see our School system a unit of agreeing and mutually helpful parts, an honor to those who have it in charge, a blessing to the community and our city's proudest boast.

For the Committee,

E. S. ATWOOD, *Chairman.*



REPORT OF THE COMMITTEE ON EVENING SCHOOL.

In making their first Report to the Board, the Committee on Evening Schools feel that they appear as the representatives of one of the most important of our educational interests. The inception of the work was so sudden, and the enterprise so novel in some of its aspects in this community, that it is felt to be due to the Board and to the public at large, to go somewhat into detail, as to what has been done, and the reasons for its doing.

During the summer of 1868, the special attention of certain of our citizens, was called to the large number of children of fourteen years of age and upwards who seldom or never attended our public schools.

Careful inquiries were instituted and it was found that in a majority of cases, this absence was not owing to any want of inclination, but was enforced by the necessities of poverty, which compelled these absentees to work for their daily bread, and that they would be more than glad if some opportunity could be given them of increasing their stock of knowledge without diminishing their supply of the necessities of life. In order to ascertain more accurately the real state of the case, advertisements were placed in the daily papers, asking all who desired to attend an evening school, to send in their names to a self-constituted committee, and in the course of two or three weeks, over one hundred applications were made.

A formal movement was now inaugurated. It was at first determined to carry on the school by voluntary teachers, and during the Fall an application was made to the Board for the use of one of the school rooms, in which to hold its sessions. The movement seemed to impress the Board with its importance, and without taking definite action on the petition the whole matter was referred to a special committee. After a careful survey of the field, and after obtaining information from other cities as to the methods that had proved most successful, it was resolved to strike for something higher than bare walls and empty benches, and to graft if possible the new enterprise into our School System, thus giving it at once a permanence and worth attainable in no other way. The committee accordingly reported in favor of an Evening School, to be kept from December to April of each year—to be conducted by paid teachers, under the supervision of the Board, and to be amenable to all the Laws and Regu-

lations by which the Day Schools are governed. The Report was accepted and referred to the City Council for its sanction, who in due time empowered the Board to establish such a school ; and the matter was there-upon assigned to a special committee with powers.

Two rooms in the Phillips school house, containing one hundred seats, were selected, and into these rooms, gas was introduced from the ward room below, in as inexpensive a manner as possible. On the night advertised for the opening 180 pupils presented themselves, of whom 50 were girls. These latter were placed in a room by themselves, and 130 boys were packed into the remaining space. The next night a third room, capable of holding 50 more was opened, but the next night and the next, the number of applicants increased until it amounted to nearly 300.

It was manifestly impossible as matters stood to accommodate all. Your Committee therefore removed the girls, some 80 in number to the rooms in St. Peter's Street, which were prepared for them, and then took upon themselves the task of examining the remaining applicants. The first elimination was effected by rejecting all who were not fully up to the required age of 14. Next, those who could read well and spell well, and who were familiar with Arithmetic as far as through reduction, were dropped out. Next, those whose proficiency, determined by examination, was above a certain fixed average were told to stand aside. Then those who had applied later than a certain date, were told that "first come, first served" was the rule, until at last in these various ways, the number of pupils was reduced to 233, for all which seats were found. The Committee do not refer to

these particulars for the purpose of claiming praise for their efforts, for although it involved a large outlay of time and labor, it was a labor of love, but simply to show that their action has been neither hasty nor ill considered. They desire also to express their obligations to the Superintendent, Messrs. C. R. Brown, Jacob Brown, L. F. Warren, W. P. Hayward J. F. Almy, and several of the lady teachers of the city, for most acceptable services gratuitously rendered in the organization of the School.

The "materiel" of the School as a whole is good. The first two or three nights, a few unruly spirits committed damages and created disorder, but their summary ejection by the Police furnished by the City Marshal served as a warning to others, and law and order was soon established. The Scholars vary in age from 14 to 26. Of these 12 can neither read nor write, and the knowledge of others is very imperfect. The girls as a whole are much more proficient than the boys. The Board at a special meeting authorized the furnishing of books, which should remain the property of the city—and which are not to be taken from the School room. The Committee believe this to be an eminently judicious measure, and the cheapest in the end.

The method of instruction followed in this School is somewhat peculiar. The whole of each evening is devoted to some one or at most two studies, each study receiving attention in its turn. In this way time is economized, and the shortness of the session in part atoned for. The attempt to study and to recite in all branches each evening would produce great confusion, and bar the possibility of any real progress.

The Committee have felt compelled to employ a larger corps of teachers, than it was supposed would be necessary. One male and one female principal and 6 assistants are now on the list, involving an aggregate expense of \$270 a month. They have been fortunate in securing the services of some of our most accomplished teachers, and the Board of Instruction as a whole, is superior to that of any other School in the city. It will be seen that by this arrangement there is one teacher to every 30 scholars, which may seem unnecessary, but the school in its composition, methods and wants is so peculiar that it ought not be judged by what obtains in schools that are kept all day and during the whole year.

There is great need of some building where all the Schools can be together. Discipline would be easier, and the number of instructors might be lessened. It is hoped that by another winter some other and permanent arrangement may be made for the accommodation of all pupils who wish to attend, and that all the mistakes and mishaps, inevitable upon beginnings, will not have to be repeated.

Your Committee believe that the whole movement is a step in the right direction, and deserves well of the Board, and of the public in whose interest it has been taken. A thousand dollars more or less a year, is nothing important, in comparison with the diffusion of intelligence among the poor of the working classes. They help to make our laws—they are a power at the ballot-box—they are an element of weakness or of strength in our social system. Whatever lifts them to higher levels of attainment and character, as we believe this movement helps to do, is to be welcomed

and fostered. Our city whose boast it is, that her sons have pressed their way “to the farthest bounds of the Wealthy Indies,” coming home with spice and gold to enrich her, can make no wiser use of her wealth than in giving to the humblest within her borders, his “portion of culture in due season,” even though like one of old he comes for it “by night.”

All of which is respectfully submitted.

E. S. ATWOOD,	}	Committee.
D. B. HAGAR,		
HENRY K. OLIVER,		

REPORT OF THE EXECUTIVE COMMITTEE.

CITY OF SALEM.

In School Committee, Jan'y 18, 1869.

The Executive Committee submit the following as their Annual Report for 1868:—

There have been no extraordinary expenditures, during the year, in this department. Such repairs as were needed for the preservation of the school buildings have been made, and such other expenses as were required have been incurred.

Bills have been audited of the amounts and for the purposes following:

SALARY OF SUPERINTENDENT,	}	\$1500 00	\$1500 00
(for 9 mos.)			

SALARIES OF TEACHERS.

<i>High School</i>	5,454 95	5454 95
--------------------	----------	---------

Amount of Salaries brouht forward, \$6,954 95

Grammar Schools :

Bentley,	2,300 00	
Browne,	3,000 00	
Epes,	2,185 00	
Hacker,	2,515 00	
Higginson,	2,350 00	
Phillips,	3,050 00	
Pickering,	3,000 00	
	<hr/>	18,400 00

Primary Schools :

Aborn Street,	\$975 00	
Bentley,	1425 00	
Bridge Street,	975 00	
Broad,	1875 00	
Browne,	2914 00	
Fowler Street,	1425 00	
Mason,	975 00	
North,	1875 00	
Phillips,	2775 00	
Williams Street,	975 00	
	<hr/>	16,189 00

Repairs by Painters, Car- }
penters, &c. }

795 59

" Miscellaneous,

8 66

Books, stationery and binding,

1,291 51

Care of Houses,

1,579 95

Fuel,

2,989 82

Printing and advertising

403 93

Furniture,

392 19

Rents,

1,060 00

Teaming,

53 50

Stove and Furnace work,

536 03

Miscellaneous,

1,413 13 10,524 31

\$52,068 26

Total amount of Expenditures \$52,068 26

RECEIPTS.

Income from State School Fund	\$1392 17	
“ “ Browne Fund,	200 00	
“ “ Andrews “	85 50	1,677 67

Whole amount over receipts,		<u>\$50,390 59</u>
-----------------------------	--	--------------------

Whole am't appropriated,		\$50,000 00
“ “ expended over receipts,		<u>50,390 59</u>

Excess of Expenditure over appropriation,		\$390 59
---	--	----------

All of which is respectfully submitted,

For the Executive Committee,

W. COGSWELL, *Chairman.*

REPORT OF THE SUPERINTENDENT.

Gentlemen of the School Committee of Salem :

In presenting this report, the third which I have had the privilege of offering you, it is intended to be as brief as consists with a proper fulfillment of the regulations under which it is offered.

Since last January I have made 955 calls upon the 66 teachers who are employed in the public schools. These calls have nearly all been for the purpose of observation and suggestion. They have been social and informal ones. Teachers have very frankly exchanged views with me, when asked, upon any point of practice or theory, and have not, from pride of opinion, been silent in respect to any difficulty or doubt. They have, in almost every instance, impressed me with a strong conviction of their general fidelity. I have found them at their places of duty in season, and out of season. It has been my lot to hear many more commendations of them, than complaints. I am sure they should have received more of the former than they have received ; and as sure that *some* of the latter were such as should not have been uttered.

Besides visits, some of the other matters that have had my attention and consumed my time have been, as in previous years, attendance at the office at least one and one half hours each day, out of school hours, to meet the many calls from teachers, parents and others, who have matters that need attention ; the examination of books or educational publications ;

numerous interviews with persons applying for schools, and communications with such as have made inquiry by letter with the same intent; procurement of books and utensils of conveniences to further the labors of instructors; transference of scholars in gross, or detail, from one school to another; consultation with different persons and committees with respect to school buildings, and occasional visits with the purpose of examining such elsewhere; the continually recurring repairs that the wear of daily use, and the changes of school-classes necessitate, besides the more extensive ones usually referred to the long vacation; much detail connected with changes of text books; the careful preparation of numerous questions for the regular yearly examinations, and the labor attendant upon their collation and comparison; the collection of facts bearing upon the schools, and their presentation in reports, at different times; changes of school-rooms, and directions in regard to their furnishing; serving with sub-committees of the Board in consultation and action; the monthly examination of charges made against the City for services rendered in behalf of the school department; latterly, less than it deserved, but considerable attention to the wants of the evening school.

I have thus thrown together as has occurred to me, gentlemen, a part of what has, more or less faithfully, been attended to the past year. From the nature of the case, most of this work cannot be allotted to particular periods. It has taken much time. It has cost many hours, and many steps. Sometimes an entire day has been busily used, without seeing a teacher or entering a school. But, generally, the

strictly school work and the outside work have been wrought in connection with each other, as regards the time of their accomplishment. The attempt has been made to give, in the previous paragraph, merely an outline of what cannot be perfectly filled up without copying the journal of particular days. In accordance with your regulations prescribing this report, it has been made "general," and thus, fortunately, the sooner relieves you from the tedium of vain repetition.

Not intending, however, to confine what ought to be said in reference to the public schools, to a running summary of what has been done in connection with them, and for their profit, I wish to speak more specifically upon several matters which seem worthy of a passing word.

CHANGES OF SCHOOL BOOKS.

No subject can well exceed in importance this of text books. How much soever has been said, and well said, upon the value of oral instruction, how desirable soever it may be that all teachers should be better than the book, and able to teach without it, the fact still remains that books are called for, and multiply faster than ever. Nor do I confine this remark to such scientific works as must, from the nature of the case, supersede older imprints. New Geometries and Classical Grammars, and old ones renewed, come to light yearly. Geography, and similar branches, the facts of which are changing their statement and importance, are multiplying on all hands. They are sometimes wrought out, oftener compiled. They have their good points, and their defective ones; their successful runs, and their sudden withdrawals. There

are advantages from this endless "making of books." There are also serious disadvantages. The tinkering that the abstruse definitions and distinctions of School Grammars have undergone for a generation, are the source of endless confusion in definition and verbal statement. The multiplication of ingenious devices for "doing sums," is not always good alone. The tendency to lay down theories of the mental powers and build books to correspond, may be carried too far. For various reasons the people of to-day have too many changes of school books. The facilities offered for such changes are tempting, and have too great an influence in producing them. Though not a city greatly given to novelties, Salem shares, with sister communities, in occasional inconveniences from this source. I hope, at proper times, there may be changes; but trust that they will always be made after due experience on the part of those who have thoroughly tested the books to be introduced. A single novelty in the presentation of a subject does not make a better book. A new arrangement of old matter need not demand a high price, though compiled by some professional bookmaker. While it is to be hoped our schools will be on the alert for any really progressive book in old studies, and in the sciences, we should bear in mind that the best manual for the pupil is the one which most effectually lodges in his mind its facts, under their principles.

I have spoken thus in reference to text books because there is always a tendency, on the part of young teachers in particular, to give the book too much to do, and to expect that great results will come with a new manual. It should not be forgotten

that books are tools, and are made to do with. "No book teacheth its use", is too well established an adage to be lost. Hence, relative to teaching, books are but agencies to its full perfection. They may be repositories of historic facts, of modern discoveries in science, of artful and complicated analyses of language, foreign and vernacular; but, until they are breathed upon by the teacher, how dead they all must remain! No sensible instructor expects a change of reading books to make good readers. He knows that himself must vitalize the printed page. He must read. He must illustrate the force of expressions, and point out the hidden meanings that account for natural emphasis. The Reader does not correct careless utterance because it has well selected pieces, but because these pieces are shown, by what can be conveyed through their agency, to be capable of stimulating rightly the organs of speech and the mental perceptions.

These remarks upon books allow an easy transition to some upon the great importance of oral teaching, which is in one sense, the only *teaching* that a school gets from its instructors.

It pains one, in any case, to know that lessons are hastily given out to be learned in the school room, or the home, with no forecasting of their contents on the part of the appointer, with no consideration of the difficulty which they present to the inexperienced learner. It is this tendency to rest in the book, to *set* lessons, and *hear* them only, that has given rise to the ill-natured remark, that many teachers hear lessons, the work upon which has been done by the parents or friends of the pupil.

There is much oral work, real teaching done in our

schools. I think it is increasing. My impression is that more is done than might naturally be inferred from a brief visit. I am sure, that in some of the schools, difficulties are anticipated and carefully guarded against—not solved—with a thoughtfulness and kindness not to be surpassed; and am quite as sure that this course does not relax, in the slightest degree, the scholar's zest for the lesson. Under such circumstances, likewise, lessons are liable to be judiciously apportioned, sometimes with the suggestion of the pupils themselves. Now this is as it should be. The learner has his capacity put in connection with his instructor's; and both gain by the process. It is quite another thing than to pore over what one cannot comprehend, and dreads to fail in accomplishing; nor could a greater single advantage accrue to our schools, than to have this practice universal.

But it is more especially in regard to the young classes in the primary department of instruction, I am anxious these considerations should weigh. Much is done this way now. More can be. I hope no teacher will be satisfied with hearing a class "read round once," and then dismiss them to their seats, after scrupulously correcting every miscalled word, even. These words should all be taught beforehand, if need be. Calling them over after a mistake, goes but a small way toward correcting the error. To impress what is correct is the necessary thing, then and there. Even the importance of "reading round" must sometimes give way to it. And so in other things. When one takes hold of such defects in a determined way he will soon get practice in giving oral lessons and illustrations, even, upon the every

day lessons; while nothing can be more wearisome than the unvarying round of corrections, to be followed by the same blunders at another time.

COURSE OF STUDY.

In the report of last year allusion was made to a course of study then recently indicated. After a trial of a year, it gives me much pleasure to learn from frequent conversation with teachers, that it seems to have met a want which existed, and, while fittingly distributing their work, to have fixed the limits of their textual responsibility. The change of books to some extent in the Grammar Schools, practical difficulties not always possible to be anticipated, imperfect estimates of what pupils of varied ages can accomplish, the observation of the teachers themselves, will indicate more or less modification at the commencement of the next school year. The recent introduction of singing, also, too long delayed in our schools, will point to a similar course.

And in this connection you will allow me to express my gratification that this exercise is, apparently, to be a permanent part of a pupil's school duty. It is an intellectual one as really as any other, and combines an excellent practice of the organ of speech, with tones that "charm the sense," as "eloquence the soul," of man.

GRADED SCHOOL HOUSES.

Pretty intimately connected with a regular course of study, is a proper arrangement of graded rooms for the respective classes of a school. The measures already adopted by the city authorities will give to

every Grammar School, with the exception of the Browne, such an arrangement in the course of the year 1869. They will place Salem among the best accommodated cities of the state in the provisions made for this important class of schools. Airy and cheerful rooms, quiet and central localities, excellent internal conveniences, a general and consistent union of all classes which should compose a school, will then exist. The last of the ungraded or ill-graded Primary school houses, is now undergoing a much needed alteration, which will make it nearly all that the usual wants of that class of schools could demand. As the improvements on the Broad Street house shall demonstrate what capacity some of our older buildings have for being modernized, and adapted to the best ideals of improved school systems, may it not be deemed a fitting time for taking preparatory measures to give the Browne School structure, so important to the people of ward five, the advantage of an arrangement of rooms far superior to what it now possesses? No member of the Committee who has had occasion to visit it, can have failed to observe how complicated and dark are its lower entries, how unsymmetrically located its rooms, how intricate and ill balanced its system of heating, how sluggish its ventilation, how inconvenient, for any thing like the social nearness that gives aid to illustration, and cheerfulness to study, and natural tones to the voice, are its two large upper halls, and their contiguous, contracted class rooms.

Before the February meeting of this Board it is probable that the school building on Herbert Street will have been completed, and, in accordance with

your vote of Oct. last, will have been occupied by the Phillips Grammar School, at present in the Essex Block and Creighton Hall. I recommend to the Board that new furniture, in part, be provided for said school when it shall leave its present rooms. The school has never been uniformly furnished. Its desks are partly single, and partly double. The former, though old, are pretty convenient ; the latter are both old, narrow and inconvenient. I think the number of new desks and chairs needed would not exceed 80 ; and these would so much advantage the general appearance and discipline of the school, that I hope they will be supplied. Such a step would in nowise prevent the union of the Bentley and Phillips Grammar Schools, should the Board so decide, as, wherever the pupils of this school are, they should be provided with suitable desks and chairs.

SCHOOL HOURS.

In most schools in our cities and large towns there has been a growing tendency, if we may judge from what is written and spoken upon the subject, to give to pupils increasing amounts of work. It is no unusual thing for teachers to appoint lessons to be learned out of school hours, and especially to require imperfect ones to be made up at that time. To such an extent was this not long ago carried in Boston, that distinct action was taken against the practice by the School Committee of that city, in passing a vote prohibiting girls from being required to learn lessons out of school hours.

From the natural and almost inevitable tendency on the part of ambitious and earnest teachers, it is still

found that much study is required, if not directly, at least really, to be done at home. How far this should be carried is a question not easily settled. Entirely to prohibit home study would be inoperative. To enjoin it regularly is attempting what, from the nature of the case, cannot be fully carried out. In places where this evil and its plain disadvantages have been much considered, the practice of substituting a two hours session in the afternoon, without recess, throughout the year, as our regulations at the present require for three months of the school year, is gaining ground. This shortens the daily session, about half an hour each day, and allows time for the special treatment of those slower scholars, and those more numerous neglecters of duty, of whom no school wants its quota. There are many teachers in our city, who, year in and out, from fidelity to what they deem the best interests of the young, give uncounted hours to this form of labor, for which they are thanked less often than their real merits deserve, and for which, not infrequently, they are blamed. Could it be understood that, while the session of the afternoon would be throughout the year, as now, of two hours in length, a large margin of time would be left for the special service of those who needed it, there would be less complaint probably, than now exists, of the detention of pupils an unreasonable period at the close of the day, and less burden upon those who are obliged to devote much time to home study.

Without wishing to press this suggestion too obtrusively, I hope it will meet the early and favorable consideration of the Committee.

SUPPLY OF TEACHERS.

The reports of the visiting committees have alluded to the fact that more or less changes have taken place during the past year. From present indications these have been successfully filled, after such inquiry and deliberation as an act so important merits. I wish, however, it were possible always to have within reach of the respective committees, a sufficient number of well tried and capable candidates, who might be appointed temporarily, or otherwise, to such vacancies as are liable yearly to occur. In Boston, and in some other cities and towns, the practice is to provide special training for candidates of suitable literary qualifications, by giving them the opportunity to teach in schools set apart or collected for that purpose, under some experienced teacher. It is plain that one of the most important things to be acquired by any teacher, is the practice of actual contact with the difficulties of a new situation. To a beginner who has had even the advantages of the excellent theoretical instruction of our Normal School, there is a degree of embarrassment and unhandiness, of which herself is aware if no one else. Much time is spent in learning how to do what her sense of duty and her previous instruction, prompt. Nor does a small part of an untried teacher's trouble arise from not knowing what to neglect, when something must be passed over for the purpose of meeting what is more urgent. Some arrangement equivalent to a training school, if not the very school itself, I hope may be authorized in the course of the present year. It has occurred to me that a practice like the following might be adopted :

Assume that we have a yearly need of from six to ten new teachers. It is an object for the city to learn beforehand something of the natural ability and scholarship of those who present themselves as candidates. These may be reached through their school antecedents and their former instructors, and by interviews with themselves. When a young lady gives promise of making a suitable teacher, let her be invited to spend some days, or even weeks, in one or more successful schools of the grade in which she would prefer to teach. Let her notice carefully the bearing, the language, the modes of instruction, the difficulties, the devices for meeting and overcoming these, employed by the regular teacher. Let her do this not in the spirit of blind imitation. She would find much to make her think. She would find many things that would run counter to her judgment and past instruction. This is to be expected. By a balancing of opposing forces we get great results. After an acquaintance of some little time, it would not be strange if she should make inquiries and start discussions in a friendly way. These would probably benefit both. If the novice, fresh from instruction, full of new views, and eager for trial of them, should induce *one* experiment in the right direction, the school would be greatly the gainer. If the tried teacher should show the visitor how theoretical trials are met in practice, how the endless details of school management are disposed of, how knowledge of parents' circumstances, of children's peculiarities, have to do with success, the latter would be more than paid for the time given to such attendance.

This, however, should not be all. It is easy to see

how another carries a burden, but to carry it ourselves is something different. After a good amount of observation, it would be well to make actual trial in the room and with the scholars one had become partially acquainted with. This, while it would be a very superior test of what the candidate could do, would not be without its risks. Yet we, every year, run a similar risk in appointments made of those who are just beginning to teach. If, as I would advise, after some days spent in the school room, the new teacher should feel disposed to serve the city a week for her own profit, and the regular incumbent take the time in viewing other schools in our city or elsewhere, it would not necessarily be lost time to either, or to the school. In fact there are more rooms than one in the public schools of any large city like ours, where the regular teacher would be profited by such an exchange. She would have a chance to test, by observation, whether any thing could be learned elsewhere, or whether she was in danger of settling into that frame of mind which rejects what is new because it is new, irrespective of its value.

SPECIAL SCHOOL.

As regularity prevails in the management and classification of large numbers of pupils in the school system of a city; as certain ages come to be estimated as capable of certain branches of study and degrees of progress, we should expect to find that more or less children, of various ages, and of both sexes, cannot well be classified anywhere. There are some who are naturally so backward that their stature outruns their mental development. There are others, who, from

various causes, have lost early chances of improvement in the Primary Schools, and are too large to be in them, while they are unequal to the ordinary work of the lowest classes of the Grammar Schools. There are others still, all whose attendance is irregular, or broken by intervals of long absence. There are yet others, a peculiar class, employed in the mills, or other manufactories, who must attend the public schools a portion of the year to meet the demands of an enlightened public legislation. Whatever causes may have created these irregularly trained youth, they exist in considerable numbers, at times attempting to go on in regular course; then interrupted by the demands of home, or the caprice of parents, or their own unsteady impulses of spirit.

I think it would be a wise provision for such as these, could we add to our system what might be called an ungraded, or special school. In this could be included all exceptional pupils of considerable age, who find themselves nowhere accommodated in the regular course of study, and who require peculiar teaching and discipline because of their peculiar circumstances. There are too many partially grown boys, attending no school, and who would be at home in no school, either from backwardness or shame, that might be gathered in such, to much advantage. There are, too, some lads in the Primary Schools who ought to be elsewhere, but who would be mortified in the Grammar school, were they admitted there. The experience of cities which have tried this expedient, like Springfield, and New Bedford, and Worcester, shows that it really meets a felt defect in strictly organized schools, and the

trial might be a profitable one for us to make at no distant day, particularly as a much more careful enforcement of the "factory law" is likely to prevail in the future.

TRUANCY.

The semi-annual reports of March and July of last year, indicate that 992 half days of school attendance were lost by truancy. This, although not amounting to more than one tenth per cent. of the whole school attendance, is still large enough in the aggregate to arrest attention, and indicate the necessity of making it less, if possible. During the year I have given a good deal of time and personal exertion to the matter, and have only had my previous conviction confirmed, that a special officer, or officers, detailed from our police with proper powers, would aid much in lessening the evil. I have found the active City Marshal and his aids always willing to lend the influence of their personal presence to restrict the tendency to this form of vagrancy, and from what they have done, and from the effect an informal call at the home or the school room on their part has produced in some instances, I feel satisfied that some application of the 'arm of the law' to cases that daily occur, would much diminish what cannot, perhaps, be entirely eradicated. As the Board last year, by a formal vote adopted what was said on this subject as their own views, and commended it to the consideration of the government, I hardly feel called upon to press the matter more strongly at this time, than to re-assert the statements of my last report.

INCREASE IN NUMBER OF PUPILS.

It is well known to this Board that, during the past year, there has been an unusual crowding of some of the Primary Schools. To such an extent did this occur that, early in the summer, a portion of the Harbor Street pupils were put into the Wardroom in that district, with the expectation that the transference of pupils to the Browne Grammar School, and other measures, might make it unnecessary to maintain such an arrangement longer than the warm season lasted. At the beginning of the school year, and since, the numbers in the Browne Primary School with which this is connected, have made it necessary to keep open the room until the present time, when the number is between thirty and forty. The Fowler Street school also, with its four rooms, is quite full, and the Mason street so crowded as to indicate the possible need of some further permanent accommodation for its pupils, or some change of district limits. Perhaps, in view of the tendency these schools for younger children have to a rapid increase, an increase which will, very possibly, in the coming spring, crowd excessively the North street school, it would be well to add another story to the Mason street house, thus providing for its wants, and, by a re-districting, for any permanent over-fullness in the North street school. As I have alluded a moment since to the crowded state of the Browne Primary, and its colonies, you will pardon my expression again of an opinion I have before advanced, that the true solution of the difficulty in that district, arising from the present number of young children, and its prospective increase in general population, is the division of the Primary School, and the enlarge-

ment of the Harbor street building to accommodate one of the two schools such division would make, or, what is better, the erection of a four room building in some spot not so near the Browne School house as the present Harbor Street structure stands.

Much matter in reference to the size of the schools, the increase of school population, the extent of school accommodation, the results of different examinations, courses of study, &c., will be found in the tables which will accompany this report in print, and where it can more easily be consulted.

Respectfully submitted,

JONA. KIMBALL,

Supt. of Pub. Schools.

APPENDIX.

THE following Statistics may interest readers of this Report :

Population of the city in 1865,.....	21,197
“ “ “ 1868, (estimated),.....	26,500
Number of persons in the city between 5 and 15 years of age, May 1, 1868,.....	5,157
Total enrollment of pupils in Public Schools during the year,.....	4,314
Average whole number of pupils of all grades belonging to the schools the past year,.....	2,849
Average daily attendance of pupils in all the schools the past year,.....	2,519
Average daily absence of pupils in all the schools the past year,.....	330
Average per cent. attendance of all the schools,.....	88
Decimal ratio of the average number belonging to the schools, to the whole number of children between 5 and 15 years of age,.....	.55
Average whole number of pupils belonging to the High School in the year 1868,.....	117
Whole number of seats in High School house,.....	238
Average number of pupils to each teacher,.....	23
Average number of pupils belonging to Grammar Schools in the year 1868,.....	987
Average number of pupils to each teacher in Grammar Schools,.....	39
Whole number of seats in Grammar School Houses in the year 1868,.....	1,244
Average number of pupils belonging to Primary Schools in the year 1868,.....	1,745
Average number of pupils to each teacher,.....	50
Whole number of seats in Primary Schools in the year 1868,.....	1,778
Sum appropriated for each child between 5 and 15 years.	\$9.70
Total expenditure for School purposes, for the year ending Dec. 31, 1868,.....	\$52,068.26

T A B L E .

Showing the whole Number, the Average Attendance, &c., of the High and Grammar Schools, for 1868.

SCHOOLS.	Whole No. of different pupils in 1868.			Average Number belonging.			Average Daily Attendance.			Daily Att.		Sent to Grammar Schools.			Sent to the High School.			Received from Public Schools.			Received from other sources.			Over 15, Dec. 31, 1868.	
	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Total.	Girls.	Boys.	Per Ct.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Over 15, Dec. 31, 1868.	
HIGH SCHOOL..	85	88	173	57	60	117	56	56	112	96	....	....	....	....	....	....	....	23	18	41	3	2	5	92	
BENTLEY G. S.	....	250	250	....	176	176	....	157	157	89	....	....	....	....	....	....	....	....	51	51	....	....	12	23	
BROWNE "	125	84	209	82	57	139	79	52	131	96	0	0	0	0	0	0	0	42	21	63	8	4	12	7	
EPES "	67	46	113	40	32	72	37	31	68	94	2	1	3	4	3	1	4	47	39	86	20	7	27	11	
HACKER "	157	....	157	106	....	106	103	....	103	97	2	0	2	7	....	....	....	30	....	30	19	....	....	9	
HIGGINSON "	....	207	207	....	158	158	....	127	127	80	....	....	....	....	....	....	....	....	40	40	....	....	11	17	
PHILLIPS "	229	....	229	175	....	175	164	....	164	94	1	....	....	....	....	....	....	70	....	70	15	....	....	8	
PICKERING "	130	116	246	82	79	161	78	75	153	95	2	3	5	5	5	6	11	37	33	70	6	3	9	9	
	708	703	1411	485	502	987	461	442	903	92	7	18	25	25	17	42	....	226	184	410	68	37	105	84	

T A B L E.
Showing the Whole Number, Average Attendance, &c., of the Primary Schools for 1868.

SCHOOLS.	Whole No. of different pupils in 1868.	Average Num. ber belonging.			Average Daily Attendance.			Daily Att. PerCt.	Sent to Gram- mar Schools.			Received from Public Schools.			Received from other Sources.			Over 15, Dec 31, 1868.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		Boys.	Girls.	Total.	Boys.	Girls.	Total.				
—o—																		
ABORN ST. P. S.	125	83	208	70	60	39	99	85	13	8	21	0	4	4	49	27	76	0
BENTLEY	....	211	211	....	....	120	120	87	....	25	35	....	6	6	....	32	32	0
BRIDGE ST.	65	44	109	41	36	22	58	83	10	11	21	11	3	14	9	4	13	1
BROAD ST.	164	143	307	108	92	72	164	86	14	16	30	12	7	19	50	49	99	1
BROWNE	377	177	554	272	232	92	324	85	29	16	45	14	8	22	41	30	71	1
FOWLER ST.	219	102	321	102	92	48	140	85	17	13	30	30	15	45	97	17	114	0
MASON ST.	124	56	180	62	63	28	91	90	5	1	6	0	0	0	37	4	41	1
NORTH ST.	160	140	300	112	98	78	176	84	27	....	53	17	11	28	41	17	58	0
PHILLIPS	397	....	397	280	250	....	250	89	41	....	41	19	....	19	124	....	124	0
WILLIAMS ST	91	52	143	54	46	82	82	86	10	6	16	9	2	11	3	4	7	0
	1722	1008	2730	1101	969	535	1504	86	166	132	298	112	56	168	451	184	635	4

Questions submitted to First and Second Classes, in Grammar Schools, upon their Annual Examination in July, 1868.

FIRST CLASS.....ARITHMETIC.

1. What is the omitted term in the proportion $5\frac{1}{2} : 8\frac{1}{10} : :- : 16?$
2. If $12\frac{1}{4}$ yards of silk that is $\frac{3}{4}$ of a yard wide will make a dress, how many yards of muslin that is $1\frac{3}{8}$ yards wide will be required to line it?
3. Having a gold watch to sell, one man offers \$220 payable in 2 years, and another offers \$200 cash in hand ; which is the better offer, and how much?
4. What is the rate of interest when \$444 gains \$14.43 in 8m. 20 d.?
5. What principal at 7 per cent, will gain \$19.551 in 4m. 27d.
6. A owes B \$1000, payable in 6mo ; but to accommodate B, he pays half of it in 3 mo. When ought he to pay the remainder?
7. I owed \$2520 due in 4 mo. My creditors offering to deduct 6 per cent. for cash, I paid \$1800 down. How much did I still owe?
8. What is the face of a 4 month's note which when discounted at 1 per cent. a month yields \$239.75.
9. What is the number of yds. of carpet $\frac{3}{4}$ wide that will cover the floor of a room 15 ft. 9 in. long and 12 ft. wide?
10. Extract the Sq. root of .0290803.

SECOND CLASS.....ARITHMETIC.

1. How many more Troy grains are there in a pound Avoirdupois than in a pound Troy?
2. What is $\frac{1}{35}$ of 8 miles, 7 furlongs, 20 rods, 1 inch?
3. Define a prime number, and name the six first in order?
4. Find the greatest common divisor of 221, 507?
5. What is $\frac{1}{2}\frac{7}{8}$ of a mile?
6. What decimal part of one league is 2 rd. 3 yd. 1 ft. 8.6208 in.?
7. Reduce $\frac{\frac{3}{5} \text{ of } \frac{2}{3} \text{ of } \frac{7}{8} \text{ of } \frac{5}{4}}{\frac{1}{4} \text{ of } \frac{3}{8} \text{ of } \frac{1}{4} \text{ of } 2}$ to its simplest form.
8. If a cubic foot of water weighs 62 lbs. 8 oz., and if a cubic foot of granite weighs $2\frac{1}{2}$ times as much, what is the weight of a block of granite 12 ft. long, 1 ft. 8 in. wide, and 9 in. thick?
9. Multiply .09 by .0072 divide the result by 0.80, and add .06 $\frac{2}{3}$ of 270 to the quotient.
10. How many bricks 8 in. long, 4 in. wide, 2 in. thick, will, when laid flatwise, cover a path 2 ft. wide round a garden 60 ft. square?

FIRST CLASS.....GRAMMAR.

1. What is a verbal noun? Give two examples.
2. What is an antecedent?
3. When is *thou* used in preference to *you*?
4. Name the three methods of distinguishing gender, and give examples of each.
5. Write the plural of ox; wolf; cargo; ally; ellipsis.
6. State what you can recollect about transitive and intransitive verbs.
7. What conjunctions generally indicate the subjunctive mood?
8. Define an impersonal verb.
9. Name ten conjunctions, and underscore three of those most frequently used.
10. Analyze briefly the following sentence and parse the italicised words:
 "Whom ye ignorantly worship, Him declare I unto you."

SECOND CLASS.....GRAMMAR.

1. Define an irregular verb and give five examples.
2. How do adjectives form their degrees of comparison.
3. Name the relative pronouns.
4. How is *which* applied?
5. State what you know of the participle.
6. Define the imperative mood.
7. Define and name the distributive pronouns.
8. In what ways do nouns form their plurals?
9. Give the number of *molasses*; *measles*.
10. Analyze the following sentence:
 When virtue departs, a country hastens to its fall.

FIRST CLASS.. ..GEOGRAPHY.

1. Draw the outlines of Great Britain.
2. What are the natural features, occupations, and chief cities of the Scandinavian countries?
3. Describe Rome.
4. What can you say of the vegetation and animals of Australia?
5. Describe the Atlantic Ocean.
6. How many states and territories make up the U. S.
7. What are the leading mineral products of the middle Atlantic States?
8. Why are the cities of the Southern Atlantic states smaller than those of the more northern states?
9. Describe the great lakes of the U. S.
10. Give the boundaries and chief rivers of Tennessee.

SECOND CLASS.....GEOGRAPHY.

1. What three peninsulas on the Atlantic coast of Europe ?
2. What Mediterranean has the Arctic Coast ?
3. What four great rivers rise from the Alps, and where do they empty ?
4. Describe the surface of Spain and Portugal.
5. In the hands of what people is the foreign commerce of Turkey ?
6. Which is more populous, Ireland or Scotland ?
7. Name the different countries of Europe and their capitals.
8. What cities of North America are at the same distance from the equator as the plains of the Po ?
9. What are the most noted among the minerals of Southern Europe ?
10. In what parts of Europe are very rich fisheries found ?

FIRST CLASS.....HISTORY.

1. What was the situation of the Pilgrims at Plymouth the first winter of their settlement ?
2. Why were the Quakers persecuted in the early days of New England ?
3. What gave rise to Pontiac's war ?
4. What measure compelled the British to leave Boston in 1776 ?
5. What generals commanded the hostile armies at Camden, and by which party was the battle won ?
6. What caused 'Shays' rebellion,' and what was the result of the same ?
7. What reason was assigned for laying the embargo in Mr Jefferson's presidency ?
8. Narrate the battle of the Thames.
9. In whose administration was Texas annexed to the U. S. ?
10. Mention five prominent battles of the late rebellion, naming the officers in command.

SECOND CLASS.....HISTORY.

1. Give an account of the third voyage of Columbus.
2. What was the fate of DeSoto ?
3. About what year were the Puritans first known in England, and for what were they distinguished ?
4. Explain the origin of Delaware ?
5. Give an account of the origin of slavery in the New World.
6. What colonies first formed a confederation in N. E., and in what year ?
7. Give some account of William Penn.
8. By what king was Sir Edmund Andros made governor of New England ?
9. Give some account of Patrick Henry.
10. When and where did the Continental Congress first meet, and what eminent men were members of it ?

TABLE

*Showing the per centage obtained in the First and Second Classes
of the Grammar Schools.*

SCHOOL.	Average Age.		Order of Class.	No. Examined.	Arithmetic.	Grammar.	Geography.	Spelling.	History.	Average
	YR.	MO.								
BENTLEY .. (Girls.)	15	7	1	5	82	93	91	83	69	84
	14	6	2	17	87	89	93	76	80	85
BROWNE.... (Mixed.)	15		1	3	56	97	91	85	60	78
	14	7	2	11	83	88	89	78	81	84
EPES..... (Mixed.)	14	2	1	4	85	94	83	86	66	83
	13	4	2	9	93	96	87	88	87	90
HACKER.... (Boys.)	14	1	1	10	92	95	89	97	88	92
	14	4	2	6	95	99	99	94	79	93
HIGGINS GN. (Girls.)	15		1	3	93	94	97	93	81	92
	14		1	10	86	96	91	86	88	89
PHILLIPS... (Boys.)	13	6	1	10	85	93	70	98	73	84
	13	4	2	7	82	83	89	90	89	87
PICKERING. (Mixed.)	15	1	1	14	97	80	88	94	80	88
	13	5	2	15	84	86	87	91	89	87

Questions submitted to the Candidates for the High School.

ARITHMETIC, 1868.

1. Write ninety-one million, twenty thousand, and one.
2. Divide 600.84360 by 14.0 and give the result.
3. If a hat cost $\frac{1}{4}$ of \$16 $\frac{3}{4}$, and a vest $\frac{2}{9}$ as much, what was the cost of the vest ?
4. How many more square feet in 2 miles square than in 2 square miles ?
5. A gentleman spent 66 $\frac{2}{3}$ per cent. of his income and saved \$533.33 $\frac{1}{3}$; what was his income ?
6. What will be the cost, at \$8 a thousand, of bricks sufficient to construct the walls and bottom of a cistern whose inside dimensions are 8 ft. by 8 ft. and its depth 6 ft., the walls and bottom to be 1 ft. thick, and the bricks to lay 8 in. long, 4 in. wide, and 2 in. thick.
7. If 29 men in 5 days of 12 hours each can reap 32 acres, how many acres can 20 men reap in 8 $\frac{1}{2}$ days of 13 hours each ?
8. An agent receives \$3838.80 to lay out in purchase of goods, deducting his commission of 5 per cent. ; what value of goods shall the owner receive ?
9. The proceeds of a 60 days' note discounted at a bank at 6 per cent. are \$593.70 ; required the face of the note ?
10. Extract the square root of 8,450,649.

HISTORY. 1868.

1. How many men have held the position of President under our present constitution, and what are their names ?
2. In the late rebellion, what naval officer passed the forts near the mouth of the Mississippi, and captured New Orleans ?
3. What act of an American naval officer came near causing a war with England, and on what ground ?
4. Mention the prominent contests in the war with Mexico in 1846 and 1847.
5. Under what circumstances was the song called the "Star Spangled Banner" composed, and by whom ?
6. In what year was our present constitution adopted ?
7. What are its chief provisions ?
8. In what battle did Washington first win great distinction ?
9. Give an account of Capt. Kidd.
10. Describe the treatment Guatimozin received at the hands of Cortez ?

GRAMMAR. 1868.

1. Define the nominative case.
2. Write the feminine of Master ; Mr. ; swain ; sir ; Earl ; colt ; friar ; steer ; lad ; beau.
3. Define relative pronouns, and write two, showing their use in different cases.
4. Name the pronominal adjectives.
5. Define the different classes of verbs, and give an example of each.
6. Write the past perfect tense, second person, plural number of go.
7. Give the principal parts of cost ; grind ; lay ; sit ; grave.
8. Name an adverb of manner ; place ; time ; degree.
9. Define corresponding conjunctions and write an example of their use.
10. Correct any inaccuracies in the following extracts :
 "Let not him boast that puts on his armor, but he who takes it off."
 "I fancy they are these kind of gods which Horace mentions."
 "He is a better writer than a reader."
 "I shall relate my conversations, of which I kept a memoranda."
 " With the azure and vermillion
 Which is mixed for my pavilion."
11. Give the rule for parsing *steed* in the following sentence :
 " The *steed* at hand, why longer tarry ?"
12. Give the subject of " was written " in the following sentence, and the rule for it.
 " ' Dust thou art to dust returnest '
 Was not written of the soul. "
13. In the following sentence give the syntax rule for the words in italics.
 Let a *gallows* be made fifty *cubits* high.
14. In what ways may a *noun* or *pronoun* be modified ?
15. In what ways may a *verb* be modified ?
16. What parts of speech are used as connectives ?
17. Define a complex sentence ?
18. Define a compound sentence.
19. Give an example of a transitive verb having a clause as its object.
20. Correct all that is incorrect in the following extract :
 " I am out of Humanities' reech I must finnish my jurny alon never here thee sweet music of Speech i start at the sound off mine one the beas that room over the plane my form with indifrens sea they are sow unaquainted with man their tamness is shocking too me."

GEOGRAPHY. 1868.

1. Draw an outline map of Europe, and show thereon the course of the rivers Rhine, Danube, and Po.
2. Give what facts you can about the country, productions, towns, and people of Denmark.
3. Which is the most important seaport of Austria, and where is it situated ?
4. Mention the prominent peninsulas of Europe.
5. Describe the surface of Holland, and state what you know of its commerce.
6. Mention the prominent cities of England, Scotland, and Ireland.
7. Where is Venice situated ? Describe its peculiarities.
8. Name the five great powers of Europe.
9. Describe the natives of Australia.
10. Describe the two classes of oceanic islands.
11. Which are the most civilized nations of the *yellow race* ?
12. Name the zones, and tell by what circles they are bounded.
13. Why is the frigid zone not fitted for civilized nations ?
14. In what part of the United States is silver found ?
15. What States are largely mountainous ?
16. Describe the location of Newport ; Lynn ; Lawrence ; Cambridge ; Bennington.
17. In what direction does the St. Lawrence river run ?
18. Explain why the Ohio yearly discharges more water into the Mississippi than the Missouri does.
19. Which are the two greatest cotton producing States ?
20. Name the middle Atlantic States.

SPELLING. 1868.

- | | | | |
|---------------|-----------------|----------------|-------------------|
| 1. Kennel. | 6. Indigenous. | 11. Risible. | 16. Lacquer. |
| 2. Pæan. | 7. Malleable. | 12. Gimlet. | 17. Halliards. |
| 3. Weird. | 8. Vacillation. | 13. Parochial. | 18. Chaldaic. |
| 4. Stupefy. | 9. Firman. | 14. Chimera. | 19. Scintillation |
| 5. Flageolet. | 10. Vendible. | 15. Catechism. | 20. Purlieu. |

[illegible]

Themes and Declarations, tri-weekly through the Course. College Classes omit Mental Science, French, German, and after the second year, Natural Science and Mathematics. Other pupils take the whole course, omitting Greek.

The following is a list of the different studies pursued in the High School during the year 1868, and the number in each:

Algebra	68	Chemistry	178	English Literature	35	German	8	Latin	173	Physiology	33
Book Keeping	86	Composition	173	French	76	Greek	29	Philosophy [Nat.]	14	Rhetoric	34
English Grammar	86	Geometry	50	History	77	History	98	Philosophy (Ment.)	14	Trigonometry	23

SCHOOL ESTATES.

ABORN STREET GRAMMAR AND PRIMARY SCHOOL HOUSE.

Built of wood ; two stories, accommodating 200 pupils ; on leased ground ; house 60x30 ft. ; lower story 10, and upper 12 ft. in height ; erected in 1841. Assessors' valuation of building, \$1,500.

BENTLEY SCHOOL HOUSE.

On Essex street, with rear entrance from Bath street ; of brick, two stories, and French roof ; contains eight rooms, with high ceiling ; will seat 400 ; heated by 4 furnaces ; has modern ventilating ducts ; erected in 1861. Lot contains 19,326 sq. ft. ; Assessors' valuation of land and house, \$26,000.

BROAD STREET PRIMARY SCHOOL HOUSE.

On Broad street, between Normal and High School houses ; now undergoing changes to make four graded rooms ; height of story, 13 ft. ; dimensions of building, 62 x 33 ft. ; will accommodate 220 pupils ; the lot of land contains 14,844 ft. ; value of land and building, \$14,000 ; erected in 1818.

BROWNE SCHOOL HOUSE.

On Ropes street ; accommodates Grammar and Primary schools ; building of brick, 66 ft. square ; height of lower story, 12 ft. ; of upper story, 14 ft. ; rooms poorly arranged, and in part, only, graded ; accommodates about 400 pupils ; heated by two furnaces, one of which is deficient in power ; lot of land contains 8,000 sq. ft. ; value of building and lot, \$11,200 ; erected in 1847.

BRIDGE STREET PRIMARY SCHOOL HOUSE.

Opposite Car Factory, on Bridge street ; of wood ; two rooms ; dimensions, 56 x 28 ft. ; no cellar ; heated by stoves ; accommodates 100 children ; lot (too narrow) contains 14,000 ft. ; land and building valued at \$2,400 ; erected in 1847.

FOWLER STREET PRIMARY SCHOOL HOUSE.

House of wood, 60 x 39 ft. ; two stories ; four convenient rooms, with clothes rooms ; cellar wanting in depth, and wet for want of drainage ; heated by stoves ; lot contains 5,750 ft. ; valuation of house and lot \$4,500 ; built in 1851.

HACKER GRAMMAR SCHOOL HOUSE.

Of brick ; 87 x 50 ft. ; on Dean street ; ungraded ; has one large and three smaller rooms ; height of ceiling in lower story 11 ft. ; in upper, 12 ft. ; heated by furnace and small stove ; lot contains 4,500 ft. ; valuation of lot and house, \$3,800 ; erected in 1821 ; enlarged in 1848.

HARBOR STREET PRIMARY SCHOOL.

Of wood ; contains two rooms ; will accommodate 200 children ; height of story, 9 feet ; no cellar ; heated by stoves ; entry narrow ; out-houses poor ; yard exposed to street ; valuation of land and building, \$1,800 ; provided in 1852.

HIGGINSON AND HIGH SCHOOL HOUSE.

Of brick ; on Broad street ; two large and four smaller rooms on each floor, besides entries ; height of ceiling, 13 ft. ; good cellar ; entrance to Higginson School on the front ; to High School, at either end ; has ventilating flues in partitions ; heated by four large furnaces ; has tower, but no bell ; lot contains 25,000 sq. ft. ; valuation of house and lot, \$26,000 ; erected in 1855.

MASON STREET PRIMARY SCHOOL HOUSE.

Of wood ; two rooms ; $13\frac{1}{2}$ ft. story ; entry $8\frac{1}{2}$ ft. wide ; modern furniture ; good basement ; heated by furnace ; lot of land contains 10,480 ft. ; valuation of house and land, \$1,800 ; erected in 1861.

NORTH STREET PRIMARY SCHOOL HOUSE.

Of wood ; contains four rooms ; 12 ft. in height ; clothes closets ; separate yards ; Robinson's ventilators ; cellar poor ; house heated by large furnace ; lot contains 8,400 ft. ; value of house and lot, \$4,600 ; erected in 1851.

PHILLIPS PRIMARY SCHOOL HOUSE.

Of brick ; on Essex and Bath streets ; two stories, of which the upper one only is used ; six rooms of 15 ft. in height ; good yard ; heated by two furnaces in lower story ; no cellar ; lot contains 17,164 ft. ; valuation of building and land \$22,000 ; erected in 1841.

PICKERING GRAMMAR SCHOOL HOUSE.

Of brick ; situated on School street ; contains 4 spacious rooms of 14 ft. in height ; convenient ante-rooms ; house supplied with Robinson's ventilators ; good basement beneath ; ward room in same ; also two furnaces for heating ; lot of 13,600 ft. ; valuation of house and lot \$14,000 ; erected in 1862.

WILLIAMS STREET PRIMARY SCHOOL HOUSE.

Built of wood ; two rooms ; height of ceiling 15 ft. ; very bad entry ; poor ventilation ; furniture various ; no cellar ; heated by stoves ; lot contracted both in width and depth, and contains only 3,126 ft ; valuation of house and lot, \$1,800 ; erected in 1822.

NEW HOUSE ON HERBERT STREET.

Of wood ; two stories high ; good basement, well lighted ; contains ward room ; supplied with Wenham water ; contains 4 graded school rooms, of good height ; spacious and well-lighted entry ; suitable clothes closets ; Robinson's ventilators ; heated by two furnaces in basement ; cost of lot and building, \$14,000.

TABLE.

Shewing Names of Teachers employed in, Service of the City, in what Schools, the date of their commencing Service, and Annual Salaries.

HIGH SCHOOL.		
John W. Perkins.....	September, 1865	\$2000
John H. Williams.....	September, 1868	1200
Susan A. Osgood.....	February, 1868	850
Eliza A. Melzeard.....	December, 1866	650
Mary J. Thayer.....	October, 1867	650
BENTLEY GRAMMAR SCHOOL.		
Mary S. Fitz.....	April, 1838	800
Anna Whitmore.....	March, 1842	500
Mary A. Colman.....	September, 1846	500
Margaret A. Dunn.....	March, 1857	500
BROWNE G. S.		
Jacob F. Brown.....	March, 1854	1500
Adeline Roberts	December, 1858	500
Caroline P. Graves.....	November, 1868	500
Harriet S. Nealley.....	Feb, 1869	500
EPES G. S.		
Levi F. Warren.....	September, 1855	1500
Lucy B. Wilson	December, 1868	500
HACKER G. S.		
Henry F. Woodman.....	March, 1865	1500
Harriet S. Felton	September, 1854	500
Margaret G. Stanley.....	June, 1863	500
HIGGINSON G. S.		
Mary L. Shepard	September, 1839	850
Phebe E. Church.....	December, 1856	550
Sarah A. Lynde.....	April, 1859	500
Annie M. Bates.....	September, 1861	500
PHILLIPS G. S.		
Charles R. Brown.....	December, 1865	1500
Maria T. Luscomb.....	October, 1863	500
Aroline B. Meek.....	September, 1857	500
Helen M. Carter	March, 1867	500
PICKERING G. S.		
William P. Hayward.....	September, 1852	1500
Sarah E. Cross.....	March, 1844	500
Mary A. Cross.....	March, 1851	500
Margaret B. Fitz.....	September, 1866	500
ABORN ST. PRIMARY SCHOOL.		
Abby F. Nichols.....	June, 1862	525
Sarah F. Daniels.....	September, 1864	450

TABLE .

Showing Names of Teachers employed in service of the City, in what Schools, the date of their commencing Service, and Annual Salaries.

BENTLEY P. S.		
S. Augusta Brown.....	November, 1842	\$525
Eliza G. Cogswell.....	September, 1855	450
Sarah E. Honeycomb.....	October, 1855	450
BROAD ST. P. S.		
Caroline Stevens	January, 1848	525
Emily A. Glover	October, 1864	450
Ella F. Kehew	March, 1865	450
Kate C. Innis	January, 1867	440
BROWNE P. S.		
Harriet M. Tyler.....	January, 1867	525
Harriet E. Lewis.....	September, 1862	450
Matilda Pollock.....	November, 1863	450
Mary E. Stanley	September, 1864	450
Mary J. Pickering.....	September, 1868	450
Isabel M. Emilio.....	July, 1867	450
Helen M. Miner.....	September, 1868	450
FOWLER ST. P. S.		
Hannah E. Morse.....	September, 1855	525
Mary E. Dockham.....	September, 1862	450
Eliza I. Phelps.....	April, 1864	450
Sarah L. Woodberry.....	October, 1868	450
NORTH ST. P. S.		
Maria Cushing.....	March, 1847	525
Elizabeth C. Russell.....	September, 1854	450
Lucy A. Smith.....	June, 1858	450
Ellen P. Sibley	September, 1868	450
PHILLIPS P. S.		
Margaret E. Webb.....	October, 1856	525
Jeanette Gerald	September, 1860	450
L. Augusta Hill.....	December, 1864	450
Helen A. White.....	September, 1865	450
Margaret M. Haskell.....	January, 1866	450
Annie S. Hill.....	January, 1866	450
BRIDGE ST. P. S.		
Caroline P. Dalton	January, 1855	525
H. A. Moulton	April, 1866	450
MASON ST. P. S.		
Lydia L. A. Very.....	December, 1841	525
Anstiss P. Stevens.....	July, 1868	450
WILLIAM ST. P. S.		
R. Anna Harris	June, 1859	525
Georgiana Lewis.....	October, 1867	450



379.744
Sa3
1870

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

OF THE
CITY OF SALEM:

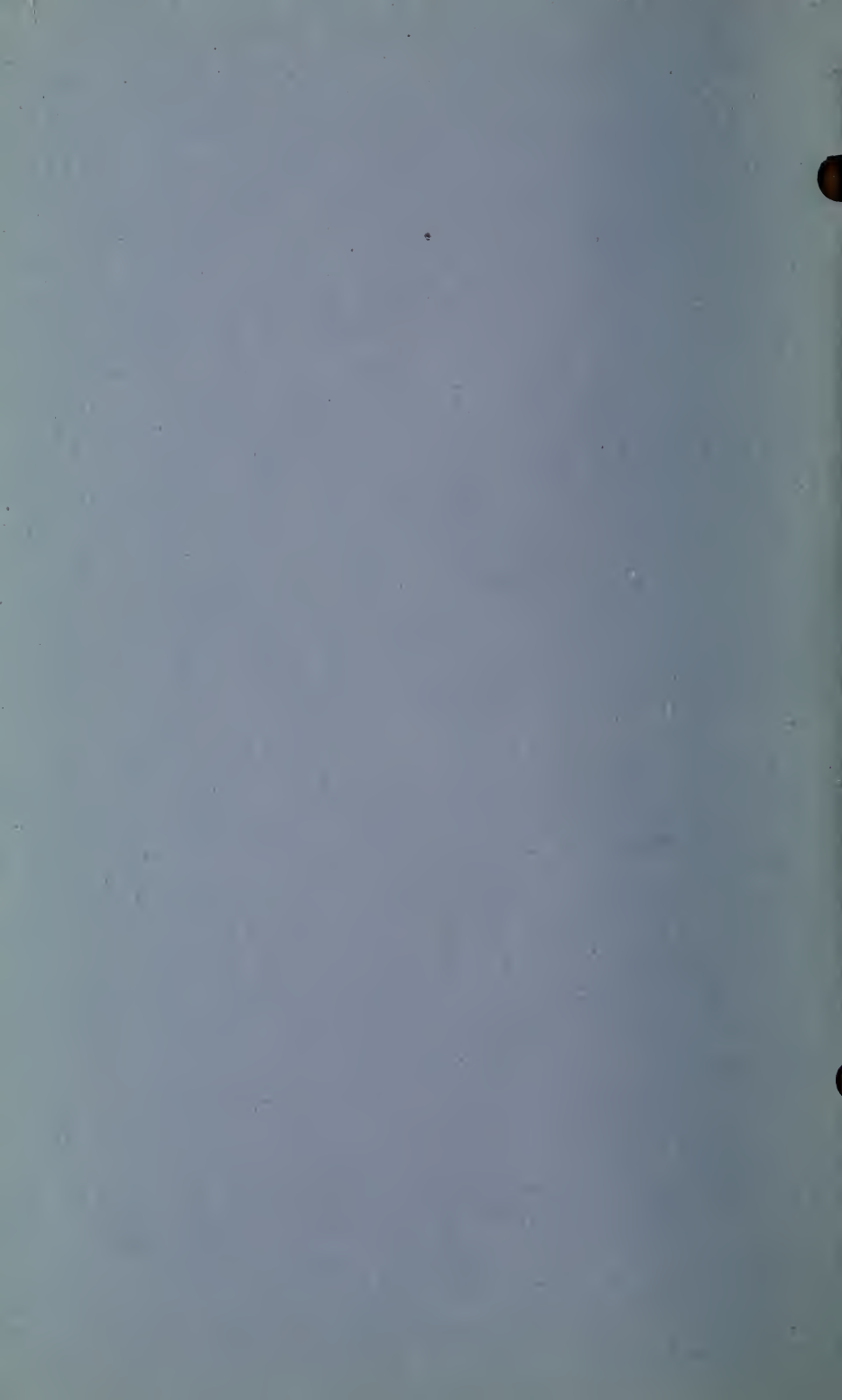
TOGETHER WITH THE

Report of the Superintendent of Schools.



JANUARY, 1871.

SALEM, MASS.:
OBSERVER STEAM PRINTING ROOMS,
1871.



ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

OF THE
CITY OF SALEM:

TOGETHER WITH THE

Report of the Superintendent of Schools.



JANUARY, 1871.

—:O:—

SALEM :
OBSERVER STEAM PRINTING ROOMS,
1871.

IN SCHOOL COMMITTEE, }
Salem, Jan. 16, 1871. }

Ordered, That the Reports of the several Standing Sub-Committees be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth.

• *Ordered*, also, That the Report of the Superintendent, this evening presented, be published in connection with the Annual Reports of the Board.

STEPHEN P. WEBB, Secretary.

379744
5a 2
1870

BOARD OF SCHOOL COMMITTEE, 1870.

NATHANIEL BROWN, Mayor, Chairman ex-officio.

GILBERT L. STREETER, President of the Common Council,
member ex-officio.

EDWARD S. ATWOOD,	SOLOMON LINCOLN, JR.,
GEORGE F. CHOATE,	WILLIAM LORD,
ROBERT CHASE,	NATHAN R. MORSE,
HENRY J. CROSS,	CHARLES R. PALMER,
JAMES A. GILLIS,	GEORGE A. PERKINS,
WILLIAM P. GOODHUE,	HENRY J. PRATT,
DANIEL B. HAGAR,	ROBERT S. RANTOUL,
HENRY G. HUBON,	CHARLES A. ROPES,
STEPHEN B. IVES JR.,	DANIEL VARNEY.

JONATHAN KIMBALL, Superintendent of Schools.

STEPHEN P. WEBB, Secretary of the Board.

WILLIAM MANSFIELD, Messenger.

Executive Committee.

The MAYOR, PRESIDENT OF THE COMMON COUNCIL, and
Messrs. IVES, CROSS, and CHOATE.

First Visiting Committee—High School.

STEPHEN B. IVES JR., Chairman,
DANIEL B. HAGAR, CHARLES R. PALMER.

Second Visiting Committee.—Grammar Schools.

HENRY J. CROSS, Chairman.
ROBERT CHASE, JAMES A. GILLIS, WILLIAM LORD,
HENRY J. PRATT. ROBERT S. RANTOUL.

Third Visiting Committee.—Primary Schools.

EDWARD S. ATWOOD, Chairman.

GEORGE F. CHOATE,	WILLIAM P. GOODHUE,
HENRY G. HUBON,	SOLOMON LINCOLN, JR.,
NATHAN R. MORSE,	GEORGE A. PERKINS,
CHARLES A. ROPES,	DANIEL VARNEY.

Special Committees.—Grammar Schools.

Bentley.....	MR. GILLIS.
Bowditch.....	MESSRS RANTOUL and CROSS.
Browne.....	MR. CHASE.
Phillips.....	MR. PRATT.
Pickering.....	MR. LORD.

Primary Schools.

Boston Street.....	MR. VARNEY.
Bentley.....	MR. GOODHUE.
Bridge Street.....	MR. HUBON.
Broad Street.....	MR. ATWOOD.
Browne.....	MESSRS. CHOATE and LINCOLN.
Fowler Street.....	DR. MORSE.
Mason Street.....	MR. VARNEY.
North Street.....	MR. ROPES.
Phillips.....	DR. PERKINS.
Williams Street.....	MR. LINCOLN.

Naumkeag School, MESSRS. CHOATE, ROPES and LINCOLN.

Evening School, MESSRS. ATWOOD, GILLIS and CROSS.

Music Committee, MESSRS. HAGAR, PRATT, and LINCOLN.

HIGH SCHOOL.

Master.

JOHN W. PERKINS.

Sub-Master.

JAMES A. DODGE.

First Assistant.

SUSAN A. OSGOOD.

Assistants.

MARY J. THAYER.

CAROLINE P. GRAVES.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 16, 1871. }

The First Visiting Committee, in submitting their Annual Report for the year 1870, have much pleasure in being able to announce that the condition of the High School, and the results of its year's work, are in general, highly satisfactory. Without claiming for the school, or its management that they have attained, or even approached perfection, they believe that its teachers have been doing excellent work, with great zeal, fidelity and success, and with results of which they and their pupils may well be proud, and for which they are entitled to full credit.

The steadily increasing numbers of the School have given much satisfaction to the Committee, who have rejoiced at every indication that their fellow citizens

are learning to appreciate the advantages which they enjoy in this respect. The number of pupils at the commencement of the present school year was *one hundred and fifty*, and it is only *three* less at the present time. The present Junior class is the largest which has entered the School for many years, and now contains sixty-seven scholars.

Five members of the last Senior class are now in college. The results of the examination for admission to Harvard, last summer, were in the highest degree creditable to our school, which compared favorably with any other institution presenting candidates. The Committee do not feel that the school is liable to the reproach that it neglects other pupils in favor of those who are preparing to enter College, or gives an undue amount of attention to those studies which are necessary for that purpose :—but at the same time they can not but congratulate the Board upon the assured fact that the city has a school in which the best preparatory education in the classics may be obtained. The history of the last few years has shown that this is the fact, while the standing of those of our graduates who have entered the Normal School has been equally creditable to the Salem High School.

For the general statistics of the school, they refer to the report of the Superintendent, whose indefatigable labors they have so frequently been called upon to acknowledge.

But one change in the corps of teachers has taken place during the year. MR. JOHN H. WILLIAMS, after two years service as sub-master, declined a re-election, in order that he might pursue his professional studies. Upon the nomination of this Committee, the

Board elected Mr. JAMES ALBERT DODGE of this city, a graduate of this school, and of Harvard College. Mr. Dodge has performed the duties of sub-master since September in the most acceptable and satisfactory manner. The other teachers, Mr. PERKINS, the master, and Misses OSGOOD, THAYER and GRAVES, the assistants, are entitled to a renewal of the commendation with which their labors have been previously spoken of, in former reports. It is to their faithfulness and skill that the school owes whatever of success it has had; although it would be doing less than justice if the Committee failed also to give much credit to the general good conduct, industry and earnestness of the pupils themselves.

During most of the year, Prof. EDWARD S. MORSE, has given weekly lectures on Zoology, which have proved very interesting and valuable.

By the establishment of the Bowditch School and the consequent discontinuance of the Higginson School, the lower story of the High School building has become vacant. It has been temporarily used by the Normal School, during the alteration of their school-house, but will soon be again vacated. This Committee feel very strongly the necessity of having these vacant rooms, not only placed at their disposal, for the use of the High School, but also suitably prepared so as to make such use convenient and profitable. Early in the year, the Board adopted a resolution asking the City Council to make the necessary alterations in the Building for that purpose, according to a plan which would be satisfactory, and afford very much improved facilities and advantages to the High School. But the more urgent claims of

other schools requiring the expenditure of considerable sums of money, have caused the project to fail of fulfilment during the past year. This Committee could not but see that those claims were really more urgent, and forbore to press upon the City Council any claims by which the other needed improvements should be hazarded. Now, however, at the commencement of a new year, they desire to urge upon the incoming Board, the great importance of these improvements in the High School building, and to suggest that a new application be made for an appropriation, at an early day. There is not in the present building a recitation room large enough to contain a single division of the present Junior class, and there is no room in which the philosophical or chemical apparatus can be used, so that it is utterly valueless to the pupils. These and other inconveniences can be obviated, and the School House made much more comfortable and useful, by a modification of the building, at a moderate expense. The Committee recommend this matter to the favorable consideration of their successors, and of the Board.

STEPHEN B. IVES JR., CHARLES RAY PALMER, DANIEL B. HAGAR,	}	<i>First Visiting Committee.</i>
---	---	--------------------------------------

GRAMMAR SCHOOLS.

[As organized at date of following report.]


BENTLEY. For Girls residing east of the middle of St. Peter and Central streets. *Teachers*: Mary J. Fitz, Principal; Anna Whitmore, Mary A. Colman, Isabel M. Emilio, Assistants. *Committee*, James A. Gillis.

BOWDITCH. For Boys and Girls residing in Wards Three and Four; also in Ward Six, that portion of Mason street west of the Mason street schoolhouse, with the streets lying south of the same; also for Girls and Boys residing west of the middle of St. Peter and Central streets. *Teachers*: Henry F. Woodman, Principal; Margaret G. Stanley, Sub-Principal; Annie M. Bates, Vessie J. Woodman, E. Josephine Roache, Hannah E. Burke, Ella J. Tapley, Laura B. White, Annie C. Draper, Lucy B. Wiggin, Assistants. *Committee*, Robert S. Rantoul, Henry J. Cross.

BROWNE. For Boys and Girls residing in Ward Five. *Teachers*: Jefferson B. Brackett, Principal; Adeline Roberts, Harriet S. Neally, Sarah P. Hamilton, Assistants. *Committee*, Robert Chase.

PHILLIPS. For Boys residing in Wards One and Two. *Teachers*: Charles R. Brown, Principal; Aroline B. Meek, Maria T. Luscomb, Helen M. Carter, Assistants. *Committee*, Henry J. Pratt.

PICKERING. For Boys and Girls residing in Ward Six,—that portion excepted which belongs to the Bowditch district. *Teachers*: William P. Hayward, Principal; Sarah E. Cross, Mary A. Cross, Georgiana R. Kehew, Assistants. *Committee*, William Lord.

 The organization of the Grammar Schools for 1871, will be stated in the appendix.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 16, 1871. }

The SECOND VISITING COMMITTEE respectfully present the following as their

ANNUAL REPORT..

The most notable event in the history of our Grammar Schools for the past year was the organization of the Bowditch School, formed by the union of the Hacker, Epes, and Higginson Schools, which took place in March, at which time the school, thus constituted, entered the new house on Dean street. The difficulties attending the proper disposition and arrangement of the diverse elements thus brought together were promptly met and duly overcome by the skill, zeal, and energy of the Principal, and his faithful and able assistants, by whose exertions the school was soon reduced to good working order. The Bowditch school house, thus occupied, is found to be well adapted to the purpose for which it was intended, having been constructed at large expense and with great care for the comfort, health, and convenience of its proper occupants. It has some valuable appurtenances, not hitherto considered essential in a school building. The ingenious and complicated contrivance for warming and ventilating, though not perfect, may be considered a successful *experiment*. The house is as well warmed as the average of our school buildings, and certainly better ventilated than any other. The arrangement and relative proportions of the several parts of the apparatus are however evidently faulty, and may need considerable alteration. "Lincoln

Hall," which, with its ante-rooms, occupies the entire third story of the building, and which so largely enhanced the cost, seems of little practical value. It is seldom used by the school, which would have been better accommodated by a smaller room. Its use for general purposes is inconsistent with the interests of the school, and it seems only available for occasional school gatherings and exhibitions. But to criticise imperfections and superfluities seems an ungracious task where there is so much to praise, and the Committee would here express their grateful acknowledgement of the abounding liberality which has provided this substantial, elegant, and commodious structure for the uses of public instruction.

The Browne School has been greatly benefited by the entire reconstruction of the interior of its school house. A separate room is now provided for each teacher, and the building is in all respects vastly more comfortable and convenient than before. This building is an instance of how much may be done for the true interests of a school by a comparatively small outlay. It is evident, however, that at no distant day the increase of population in the fifth ward will call for the erection of a new house for either the Grammar or Primary School, both of which now occupy the same building. Our Grammar Schools are now all well housed, each having been provided with a new, or renovated building within the past ten years.

There have been several changes of teachers in the course of the year which we do not propose to specify. In respect, however, to Mr. Jacob F. Brown, late Principal of the Browne School, who, after sixteen years service, retired from that position in September, we wish to testify to the skill, industry, and success,

which have marked his professional career, and to express our best wishes for his future prosperity. His successor, Mr. J. B. Brackett, has thus far performed the duties of the office in a manner that leaves no reason to doubt that the reputation which he gained in a neighboring town will be fully maintained with us.

No change has been made in studies or text-books since the last report, and we have none to propose. Yet, with regard to much that consumes the time and exhausts the strength of scholar and teacher, we wish we were able to answer the question which *we*, when children, often asked in vain, viz:—" *What is the use?*" We do not blame teachers for these apparently aimless and fruitless methods, for they must teach according to the style in vogue, from which it would be fatal for them to depart, but we hope to see a general reform in this matter.

Truancy still continues to ruin the child, and vex and puzzle the teacher. The benefit which in this respect was expected to result from the establishment of the Plummer Farm School has failed to be realized, owing, as it seems, to the want of a Truant Ordinance, or of any arrangement between the Trustees of the School and the City Authorities. We trust that such action as may be necessary will not long be delayed.

Referring to the Superintendent's Report for a more particular account, we conclude by expressing the conviction that our Grammar Schools are, in general, judiciously managed and well taught, and that their condition as a whole has improved during the year.

For the Committee,

HENRY J. CROSS, *Chairman.*

PRIMARY SCHOOLS.

BENTLEY SCHOOL. (For Girls only.) *District Limits*: From South Bridge through the centre of Lafayette, Central, Essex, St. Peter, Brown, Pleasant, and Bridge streets, to the Essex Railroad; thence by the railroad and shore line (including the neck, &c.,) to the bound first named. *Teachers*: S. Augusta Brown, Principal; Eliza G. Cogswell, Sarah E. Honeycomb, Assistants. *Committee*, William P. Goodhue.

BOSTON-STREET SCHOOL. *District Limits*: A line from the North River, by Grove and Nichols street, including both sides of those streets, and continued to the City boundary; thence by City boundary and North River to the bound first named. *Teachers*: Abby F. Nichols, Principal; Sarah F. Daniels, Sarah S. Davis, Sarah L. Woodberry, Assistants. *Committee*, Daniel Varney.

BROAD-STREET SCHOOL. *District Limits*: From the North River, by the Eastern Railroad, to the South River; thence, by the shore line, to the foot of Phelps' Court; thence, by Phelps' Court and Flint street, excluding both sides of each, to Essex street; thence, through the centre of Essex and North streets, to North Bridge; thence by the river to the bounds first named. *Teachers*: Caroline Stevens, Principal; Emily A. Glover, Kate C. Innis, Ella F. Kehew, Assistants. *Committee*, Edward S. Atwood.

BROWNE SCHOOL. *District Limits*:—include all of Ward Five. *Teachers*: Harriet M. Tyler, Principal; Abby F. Grant, Harriet E. Lewis, Matilda Pollock, Mary E. Stanley, Emma A. Graves, Assistants. *Committee*, Geo. F. Choate, and Solomon Lincoln, jr.

FOWLER-STREET SCHOOL. *District Limits*: North and Essex streets to Flint street; thence, including both sides of Flint street and Phelps' Court, to the Mill Pond; thence, by the Mill Pond and Eastern Railroad, to the City bounds;

thence by the City bounds to the turnpike ; thence by a right line to the western extremity of Nichols street ; thence, by Nichols and Grove streets, excluding both sides thereof, to the North River ; and thence, by the river, to the bound first named. *Teachers*: Mary J. Pickering, Principal ; Lucy E. Adams, Eliza I. Phelps, Assistants. *Committee*, Nathan R. Morse.

NORTH-STREET SCHOOL. *District Limits* : A line from the North River, crossing Mason street, and including both sides of Barr, School, and Grove streets, to the gate of the cemetery ; thence west to the river ; with so much of Ward Six as lies north and east of said line. *Teachers* : Maria Cushing, Principal ; Elizabeth C. Russell, Lucy A. Smith, Emily S. Phelps, Assistants. *Committee*, Charles A. Ropes.

PHILLIPS SCHOOL. (For Boys only.) *District Limits* : The same as those for the Bentley School ; *which see*. *Teachers* : Margaret E. Webb, Principal ; Sarah R. Todd, L. Augusta Hill, Margaret Haskell, Annie S. Hill, Helen A. White, Assistants. *Committee*, George A. Perkins.

BRIDGE-STREET SCHOOL. *District Limits* : The Essex Railroad from Collins' Cove to Bridge street ; thence, through centre of Bridge to Northey street ; thence, excluding both sides of Bridge street to the river ; thence by the shore line to the bound first named. *Teachers* : Caroline P. Dalton, Principal ; H. Augusta Moulton, Assistant. *Committee*, Henry G. Hubon.

MASON-STREET SCHOOL. *District Limits* : From the North River, including both sides of Grove street, to the gate of the cemetery ; thence, by Grove, School, and Barr streets, excluding both sides thereof, and south to the river ; thence, by the river, to the bound first named. *Teachers* : Lydia L. A. Very, Principal ; Anstiss P. Stevens, Julia M. Mann, Assistants. *Committee*, Daniel Varney.

WILLIAMS-STREET SCHOOL. *District Limits* : From South Bridge, by the river to the Eastern Railroad ; thence by the railroad to the North River ; thence, by the river and

Bridge street, including both sides of the street, to Northey street; thence, through the centre of Bridge, Pleasant, Brown, St. Peter, Essex, Central and Lafayette streets, to the bound first named. *Teachers*: R. Anna Harris, Principal; Georgiana Lewis, Assistant. *Committee*, Solomon Lincoln, Jr.

The following Text books are prescribed for the Intermediate and Primary Schools.

Hillard's First, Second, Third, and Fourth Readers.

" Worcester's Primary Spelling Book "

Guyot's Primary School Geography.

Colburn's First Lessons in Mental Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Bartholomew's Drawing Cards and Slates.

Each scholar must be provided with a Multiplication Table and Slate.

—:0:—

REPORT OF THIRD VISITING COMMITTEE.

The Committee are happy to report, that the past year, has been one of at least average prosperity and progress. The disabilities, arising from inconvenient buildings, from which our Primary Schools have long suffered, are, one by one, disappearing. The good work, which was done for the Broad Street and the Boston Street Schools, has been followed out this year in South Salem, and the BROWNE Primary School has now little or nothing to wish for in the matter of pleasant and tasteful accommodations, and the prom-

ised erection of the new building in Howard Street, is a further advance in the same right direction. The needed improvements in the Mason Street School building, or the erection of a more commodious structure, are still delayed, but it is to be hoped that another year will see the omission rectified.

The Committee are pleased to notice a gradual change for the better in the corps of teachers. Vacancies are not of very frequent occurrence, but in all cases, the endeavor has been to fill those vacancies with fresh and wide awake teachers, even though inexperienced. And slowly but surely we believe, there has been introduced a live and active element. The methods of teaching are less stereotyped. Each school is not a fac simile of every other. There is consequently a generous rivalry on the part of the instructors, each anxious to make her school or her room unique in its excellence. This ambition extends to minor details, and bears fruit not only in the methods of *direct* teaching adopted, but in the various silent, but by no means secondary influences which are brought to bear upon the pupils, in the shape of pictures that relieve the bareness of the walls, and flowers and plants that adorn the windows. Our school rooms are each year getting to seem more like homes and the results of such changes cannot but be highly beneficial.

It has been suggested, and with some weight, that if the several Primary Schools, could be placed under the nominal oversight, and receive the stated visits of the Principals of the separate Grammar Schools of which they are the direct grades, it might be a gain in many particulars. No direct proposition respecting

the matter is made, but the suggestion is thrown out for future consideration.

In conclusion the Committee would express their satisfaction with the year's work. If some things have been left undone which ought to have been done, they yet feel that very little has been done, which ought not to have been done—and the *undone* work they look confidently to the future to complete. The interest in popular education was never greater in this community, and year by year we may hope for an enlarged outlay of time and thought and money upon our Public Schools, until Salem shall be without a peer, in the facilities it offers for the enlightenment and cultivation of the masses.

E. S. ATWOOD,

Chairman Third Visiting Committee.

—:o:—

CITY OF SALEM,
IN SCHOOL COMMITTEE. }
January 16, 1871. }

REPORT OF THE NAUMKEAG SCHOOL.

In making the Second Annual Report of this special school for factory children, we are pleased to record that the performance of the second year has fully met the promise of the first. The same untiring zeal of teacher and unflagging interest of the taught which marked the early days of the school, have continued

through the year with increasing force, as further experience has developed their resources, and established a clearer understanding of their relations. The discipline of the school is that of the well ordered family, firm and effectual, without resort to force or the sentiment of fear, apparently, save of loss of the approbation of a loved and respected teacher. The course of instruction, necessarily differing from that pursued in the regular day schools, has proved especially adapted to the peculiar character of the pupils and evidently attractive and interesting to them, and what is equally important and gratifying, the school has become a special favorite with the parents and friends of the scholars; this is probably the result in great measure of the parochial, missionary labors of the teacher among these people. Frequent applications are made for the admission of children who are not operatives in the mill, and in repeated instances children have left employment in the mill and come to the school daily at both forenoon and afternoon sessions. While the seats are not all filled by pupils who are employed in the mill, the temptation is strong to allow the vacant ones to be occupied by these irregulars, and thus to improve, in many instances, the only means of school instruction which they are probably willing to avail themselves of, and the teacher cannot be expected to look with great severity upon a violation of rule, which at once is a personal compliment, and affords to her the much desired opportunity of seeing the results of her labors in the improvement and development of individual pupils, and thus having something visible and appreciable to show for her work, a thing which can scarcely

happen with the constantly changing material of which the school is ordinarily composed.

It is also true that the school work is better and more easily done when there are few or no empty desks ; there is then a better spirit, more enthusiasm, and greater success. It has been the endeavor under these circumstances to discriminate between those who seem fit subjects for the regular schools and such as from their age and disparity of attainments, or other cause, seem likely to become a drag upon the regular classes of the graded schools ; and those who seemed properly to belong to other schools have been at once dismissed from this and sent where they belong—it is to be feared however, that in too many instances this has resulted in setting them adrift upon the streets without regular attendance upon any school. Notwithstanding this elimination, there remain at present twenty-three scholars in the school who are attending both sessions daily. Of these a few are engaged in the mill, but by extra diligence in completing their allotted work, these are enabled to come out in season to attend the school during the last hour and a half or two hours of the session, thus gaining so much time from their working hours to devote to the school, in addition to the other half-daily sessions to which they are entitled in common with the rest. The others have been allowed to remain, temporarily filling desks which would otherwise be vacant apparently. While these cases were few in number and in no wise affected the working of the school according to the original plan, it seemed to be in all respects a good thing, but the evident tendency was to relax vigilance on the part of the officers of the

mill, and in a measure to relieve them from a responsibility to see that the numbers of the school were kept up, and its desks filled by those for whom it was especially established. Whether this has been so we have no means of knowing with certainty; there has not been latterly the same promptness in filling the places of those who have left school at the expiration of their time, and we feel sure there are some cases of children at work in the mill since the establishment of the school who have not taken their turn at the school, though of the proper age; one instance of a boy now attending both sessions daily, is of that character according to his own statement. We are powerless in the matter, and have not even the poor satisfaction of being able to assure ourselves with certainty of the truth, except so far as the parties see fit to disclose it, and shall continue so, unless we may be relieved by the enactment of a proper truant ordinance.

No material progress seems to have been made towards extending the benefits of this school to children employed in other manufacturing establishments, and in some instances it seems that children are changed from their employment in the Naumkeag, to other mills, in order to avoid the small reduction in wages which attendance at this school occasions, by parents whose only interest in them appears to be to gather the utmost farthing that may be got from their labor,—it may be that stern necessity excuses them, and it is to be hoped it does. We feel constrained again to refer to the suggestions in the last report as to the need of the truant ordinance and efficient truant officers, not especially with reference to the children employed in manufacturing establishments, though here

a judicious officer would be of great value in extending the benefits of our school, not necessarily by an enforcement of the law, but by the moral force and influence of the enactment, and the appointment and presence of the officers charged with the especial oversight of the matter. It is the other absentees from school, the juvenile loafers and habitual truants who can plead no honest employment as an excuse, for whom the ordinance is specially needed; if these youthful candidates for the prison and the almshouse, could be even for a short time compulsorily kept under the ministrations of such a school as the Naumkeag school now is, we believe, that in many cases results like what we there see would follow, and they would be found voluntarily seeking the good, which in their utter ignorance they now avoid. The Plummer Farm School is now in operation, with its doors open, and a portion of its accommodations specially assigned for the use of the city, as a school of reformation for its habitual truants, and thus the only obstacle there has been to our having a truant ordinance, to be approved by the courts and fully enforced, is removed. Why the authorities of the city after appropriating public moneys to assist in the establishment of the school, should still decline to adopt the measures requisite to the full enjoyment of its benefits, seems incomprehensible; it is however true that the Statutes of the Commonwealth concerning truancy are as much a nullity in our city as ever.

For the Committee,

GEORGE F. CHOATE.

REPORT OF EXECUTIVE COMMITTEE.

CITY OF SALEM,
In Executive Committee, }
January 16, 1871.

TO THE SCHOOL COMMITTEE:

The Executive Committee beg leave to submit the follow-
Annual Report of the Expenditures of the Department.

The gross expenditures for 1869 were	-	\$60,143	06
Gross expenditures for 1870	- . - -	58,990	35
<hr/>			
Showing decrease of	- . - . -	\$1,152	71

Expenditures.

SALARIES.

Superintendent	- - - - -	\$2,250	00
Music Teacher	- - - - -	1,200	00
HIGH SCHOOL	- - - - -	5,800	00
GRAMMAR SCHOOLS,			
Bentley	- - - - -	2,300	00
Bowditch	- - - - -	4,699	77
Browne	- - - - -	3,199	77
Epes	- - - - -	371	39
Hacker	- - - - -	604	85
Higginson	- - - - -	575	30
Phillips	- - - - -	3,000	00
Pickering	- - - - -	3,000	00
<hr/>			
<i>Amount carried forward</i>			\$27,001 08

Amount brought forward

\$27,001 08

PRIMARY SCHOOLS,

Bentley	-	-	-	-	-	-	-	1,450	00
Boston Street	-	-	-	-	-	-	-	1,912	50
Bridge	"	-	-	-	-	-	-	982	25
Broad	"	-	-	-	-	-	-	1,912	50
Browne	-	-	-	-	-	-	-	2,837	50
Fowler Street	-	-	-	-	-	-	-	1,478	50
Mason	"	-	-	-	-	-	-	1,450	00
North	"	-	-	-	-	-	-	1,912	50
Phillips	-	-	-	-	-	-	-	2,834	87
Williams Street	-	-	-	-	-	-	-	987	50
Naumkeag	-	-	-	-	-	-	-	700	00
Evening	-	-	-	-	-	-	-	792	00

\$46,251 20

REPAIRS ON HOUSES.

Carpenters	-	-	-	-	-	-	-	\$1,519	66
Masons	-	-	-	-	-	-	-	710	92
Painters	-	-	-	-	-	-	-	247	11
Miscellaneous	-	-	-	-	-	-	-	253	88

\$2,731 57

GENERAL EXPENSES.

Fuel	-	-	-	-	-	-	-	\$3,269	79
Stoves and Furnaces	-	-	-	-	-	-	-	211	94
Rent	-	-	-	-	-	-	-	156	50
Furniture	-	-	-	-	-	-	-	836	74
Books, Stationery and Binding	-	-	-	-	-	-	-	1,085	51
Printing and Advertising	-	-	-	-	-	-	-	560	30
Teaming	-	-	-	-	-	-	-	210	55
Care of Houses	-	-	-	-	-	-	-	2,327	00
Miscellaneous	-	-	-	-	-	-	-	1,349	25

\$10,007 58

Total amount of Expenditures - - \$58,990 35

Receipts.

From income of School Fund - - - -	\$952 56
“ “ “ Browne “ - - - -	200 00
“ surplus of Dog Tax - - - -	830 19
“ tuition of non-resident - - - -	50 00
“ B. Cutts, for part cost of fence - -	7 28
“ High School Association, for gas used in Bowditch Schoolhouse - - - -	3 00
	<hr/>
	\$2,043 03
Expenditures - - - - -	58,990 35
	<hr/>
Net Expenditure - - - - -	56,947 32
Appropriation - - - - -	50,000 00
	<hr/>
Excess of expenses over appropriation - -	<u><u>\$6,947 32</u></u>

All of which is respectfully submitted.

For the Committee,

NATHANIEL BROWN; *Chairman.*

REPORT OF THE SUPERINTENDENT.

TO THE SCHOOL COMMITTEE OF SALEM :

GENTLEMEN :—In the common working of an organized system of Public Schools, the duties and changes of each year so repeat themselves that any full report of such must be, to a large extent, a repetition of the main facts and observations of previous years ;—not that any year fails to provide its own experiences for our instruction and warning, but that a series of years gives substantially the same trials and difficulties, excites similar hopes and misgivings, and gratifies or disappoints with results sometimes beyond, sometimes within, the control of previous thoughtfulness.

It is so easy to speak in terms of general commendation, or of blame, that these have come to be considered as hardly worthy of notice; but an acquaintance with the details of any important work must leave upon the mind some general, as well as deep, impressions of the character of that work; and as my thoughts, toward the close of a year of active service, traverse again the field of their past daily exercise, they impel me to testify in strong commendation to the fidelity, and intelligence, and high moral sense, shown by most public school teachers in their attempts to meet the steadily increasing requirements of our school course. If they have not realized all they aimed in any case to accomplish, it has not been for want of earnest and persistent attempts, but from the well known fact that “ time is an antagonist

that meets with no casualties," and therefore easily out-runs the strength and speed of man.

The year has been one, so far as my intercourse with the schools has been concerned, of little interruption and no great variety. Many visits have been made, and made in pursuance of my usual practice. I have entered, listened, questioned, suggested, addressed classes upon particular points, heard, and tried to answer, stated difficulties ; given advice when asked, and on occasions when not asked ; by private conversations have attempted to influence the discipline of the schools when it seemed advisable ; have looked for what was commendable, and sometimes, I fear not often enough, commended it ; have held numerous teachers' meetings for the discussion of practical school topics, and the criticism of school usages ; have given visitors from abroad the courtesies of the schools so far as possible ; have assisted in the examination of a number of candidates for teachers ; have attended meetings of special, executive, and other committees ; have spent time largely, on alterations, repairs, and constructions of various kinds ; have given the usual consideration to the many and perplexing cases of truancy and painful deportment that have been brought to my notice ; have attended to the usual verbal inquiries having reference to school facts, at home, and to the many written ones, from abroad ; have prepared for, and directed the usual written examinations in the different grades of schools, under the direction of committees, and have summed their results ; have given what attention I could to the evening schools ; have attempted, through janitors and teachers, to have the rooms in which the children meet well warmed and

ventilated—not in all cases with perfect success; have studied the systems of other towns and cities, and, in a very few instances—far too few—visited them; and have tried to meet all calls, which, not expressly enjoined, have seemed incidental to my position.

If in summing up thus imperfectly what your regulations require me to report, it has been convenient to use the aspect of egotism to secure brevity, you will pardon the foible that spares you a weariness likely otherwise to have been felt, and which the sooner allows me to speak of more interesting subjects.

STATISTICS.

According to the certificate of our assessors the number of children in the city between 5 and 15 years of age at the time the usual estimate was made was 5340, an excess of 105 over the estimate of the preceding year.

Of these the public school registers have borne the names of 4178, and of 210 whose age exceeded 15.

These pupils have been distributed among three grades of regular schools, and one special school, and taught by 70 teachers, including the instructor of music.

Of these five are employed in the High, twenty-six in the Grammar, thirty-seven in the Primary, and one in the Special, or Naumkeag School.

Of these teachers seven, or one tenth, are gentlemen, and sixty-three, or nine-tenths, ladies.

The average whole number attending school during the year, of all grades, was - - - 3022

The average daily attendance was - - 2695

“ “ absence “ - - 327

The ratio of the average number belonging to the

schools, to the whole number between 5 and 15 years was 57 per cent.

The average number of pupils taught by each teacher in the High School was - - - 26

In the Grammar Schools - - - 43

In the Primary Schools - - - 46

The total expenditure for school purposes for the year 1870 was \$58,990.35.

The average cost for each pupil, therefore, assuming the average number belonging to the schools as a basis, was \$19.52.

Average sum appropriated for each child between 5 and 15 years of age was \$10.86.

The accommodations for the schools consist of sixteen different buildings, containing in all three thousand four hundred and ninety-four seats and desks. Of these sittings the High School has two hundred and forty. The Grammar Schools twelve hundred and ten, and the Primary Schools two thousand and forty-six. With the exception of the High School, part of the Bentley Grammar, and parts of the Fowler Street, Mason Street, Williams Street, and Bridge Street Primary, these schools are now provided with single desks.

It is a matter of much satisfaction that the conveniences for the individual members of the different grades are so good as they are, and that measures will be taken, or are in progress, to render the entire accommodations what they should be in every well administered system.

As I feel called upon to say but little upon school buildings, owing to the judicious action of the last and previous municipal governments, the present

moment may as well be taken as any other, to indicate how the good work, *done* at the Browne School, and *in progress* for the Williams Street may be carried forward as a part of the improvements suitable for the present year.

There is still the same need existing, as last year, that the dislocated Mason Street School should be put in such apposition that it may once more be a whole ; and I exceedingly regret that the scheme once adopted, or partly so, was not carried out, by adding an additional story to the house on Mason Street. If, however, the incoming government shall believe it more feasible to erect a new house, similar to that now building on Howard Street, for the use of this school, certainly the result of the past year's omission would be a good one. I earnestly hope that something will be done the present year.

Pencil plans were drawn and presented to this Board the last spring, having in view the appropriation of the apartments of the former Higginson School for the use of the High School. This building is a fine one in its exterior, and contains abundance of well lighted room for the present and prospective use of the school. Its defects are in the arrangement of what is possessed. The two halls above are spacious and airy, but the dressing rooms are irregular, insufficient, on different floors, and exposed. The four recitation rooms where is done a large part of the school's instruction, are simply and baldly insufficient for the size of classes who must enter them, and preclude the possibility of freely using the very poor black-boards—the only apparatus which they possess.

Now there are certain conveniences vital to the well

being of our High school, which we have not there at present. We need, as I have just said, larger class rooms where pupils can work in considerable numbers at once, nor be obliged to brush down their chalk upon the settees whereon they stand to use it, and upon which they must forthwith sit. They need an apparatus room, pervious to the atmosphere on at least one side, and capable of being heated when the mercury is at freezing point. They need a separate room for chemicals, with proper table, tanks, drawers for glass, shelves, vent for gases, means of germinating these, and room for more than a mere class of fifteen or twenty, to witness chemical experiments. They need respectable dressing, or clothes rooms, with water and means of washing. They need personal conveniences *within* the building even better than those they now possess *without*. There are many modern conveniences for illustrating subjects pursued in the school that we ought to have, but these cannot be securely and properly kept at the present for want of room. The languages need their ancient maps, their models, their elevations. Astronomy should have a portable telescope, its apparatus for illustrating complicated movements in the heavens, its globes. Optics needs a room that can be darkened. Botany, little as it is studied, would be profited by simple conveniences for keeping flowers fresh for a time, and did any class wish to prepare a herbarium for the school, some *place*, carefully to press and trim and put away their work, would not be amiss.

There are some practical branches, using that word in its common sense, now recognized in the school. I trust they are to be pursued more fully, and their

number increased. I am pretty well satisfied from remarks and remonstrances that meet me at times, that, sooner or later, some of these branches requiring facilities for work not afforded by the common desk of the large school room, under the constant restrictions necessary there, will claim as much special instruction as would be given in geology or natural philosophy, and will require, and ought to have, proper apartments where their illustrative work can be pursued without inconvenience to the body of the school.

Now it is fitting that we should look unto some advance in our High School work, tending to give it breadth, and increase its popular usefulness; but with the present distribution of the rooms we have, and the want of others, it is simply impossible to meet even the imperfect ideal which I have hinted at in these remarks.

You will, I believe, pardon the length of this presentation of the claims of the High School, when it is considered, that, to leave matters as they are, is to retrograde practically from the aims and standard of this class of schools as they are recognized by other places, and further from the fact that we need, for the accomplishment of the advantages hinted at, no expensive enlargement of the present building, but merely an enlightened adaptation of room already possessed.

HIGH SCHOOL STUDIES.

A few lines back allusion was made to what are sometimes called practical studies. I think there is a feeling in many communities where High Schools exist, that these schools are severing, in their courses of study, the attention of their pupils from the impor-

tant things of coming life. There is an intelligence and exactness possessed by citizens in different pursuits, in their daily business or profession, which naturally magnifies the importance of those studies that are most nearly connected with these several vocations, and diminishes that of others. One whose son is to be a merchant, hardly will admit the superior utility of the classical languages, and estimates more highly the modern. One whose daughter is to be the ornament of the home circle, will not praise, as practical, the abstract reasonings of Trigonometry, or even its applications in surveying or navigation. It is equally true that the parent whose highest idea of style is derived from current newspaper articles, good as so many of them are for their temporary purpose, will not see the use of the distinctions made in rhetoric and grammar. Hence the difficulty of fixing upon what *is* practical for a great number of pupils drawn from the varied grades and pursuits of life. But there are, still, some branches, to the advantages derived from which, most persons will assent. I wish, so far as can be done, that our High School course of work could be made in a greater degree elective; that certain specified studies of recognized utility might be required of every scholar, from which he could not be released, and that others might be taken up, if at all, when the judgment of the parent and the consent of the teacher should coincide, subject to the conditions, that, when assumed, they should be pursued to a considerable degree of proficiency, and that they should not be taken by a less number of individuals than would form a tolerably sized class.

In making this suggestion I am aware that a multiplication of teachers is implied, but we all know that an elective system cannot be successfully carried out without such increase. Nor, in fact, would the scholars have reason to regret such multiplication; for while none of the classes in the school are unreasonably small, as respects the best advantages for study, more than one are far too large both for the rooms they occupy, and the time possible to be given to individuals. I would gladly follow out to a greater extent the topic introduced, but forbear, hoping the disposition may exist, and the facilities soon be provided, to give it a full trial.

COUSES OF STUDY.

Some changes in the course of study for the Grammar and Primary Schools, printed in my second report to this Board, have been made the past year. Changes in school books, the teachings of experience in its use, and a desire for as much condensation as possible, seemed to require some alterations, and with the aid and suggestions of the teachers to guide me, these have been made. I have forbore from the first, in forming a course of work for the different classes, to go very largely into particulars, feeling that when the framework of the structure was set up, the covering and filling must depend largely upon the skill and fidelity of the workmen employed; and desiring to avoid so much minuteness of direction as would possibly lead the teacher to rest in a literal fulfilment of what was "set down in the bond."

In this connection it is proper to commend the attempts, which the teachers as a body have made, to follow out the letter and spirit of the plan adopted;

notwithstanding the considerable irregularity caused by the union of different schools, as in the case of the Bowditch, or the interruption of regular attendance in their accustomed places of meeting, as in the recent unhousing of the Browne Grammar School.

DRAWING.

By an act of the legislature of last winter, the first section of the thirty-eighth chapter of the General Statutes was so altered as to make drawing, which had before been a study at the option of the Committee, a required one in the public schools. As our own action had previously introduced this branch, its practical effect will be simply to continue it as a permanent part of common school study. But, by a second section of said act, it is made the duty of any city or town of more than ten thousand inhabitants, annually to make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in the day or evening schools, under the direction of the school committee.

Although not knowing, of course, what action the coming city government will be likely to take in reference to fulfilling this section of the act, I will venture to express the hope that, should such a school be ordered, its privileges will not be confined to the classes evidently had in view at its enactment, but that such members of the public schools, and particularly of the High School, as may desire to avail themselves of its privileges, may be permitted to do so, if of suitable age.

MUSIC.

This branch, which becomes every class of youth,

has been continued, and the requirements in it gradually enlarged during the past year. It has now attained a strong hold upon the schools. It searches out the undeveloped powers of more than one pupil, who, but for it, might never have known what they possessed. It elevates the finer faculties of the soul, and thus tends to secure discipline from a sense of self-respect. It rests, through a change of work, the pupils who might be otherwise tired with uniformity. It ensures, through the excellent progressive course pursued, to the community of the future a general musical judgment.

As its advantages shall be more generally appreciated, I hope the schools will attain to the possession of some good musical instrument, which, if it shall not equal the one in the Bowditch school, given by some generous citizen whose name did not accompany the offering, will, at least, meet the eye of the faithful teacher in this accomplishment as he enters the room of his toil.

SUPPLY OF TEACHERS.

In my report laid before this Board two years since, some suggestions were made relative to the importance of having a more intimate acquaintance with the scholarship, natural capacity, and ability to govern, of those who offer themselves as candidates for teachers, and a mode suggested whereby we might get many of the advantages of a training school, without the expense of such an institution. I do not propose here to repeat what was then said, but only to call attention to that, or some similar mode, as something which would be very convenient to our school system. And when it is considered that twenty different individuals

have been employed the past year, on trial, or as substitutes, it is clear that aid might have been rendered in their selection or rejection by some such test as that to which I have referred.

TRUANCY AND VAGRANCY.

It does not need the aid of statistics to prove that we have many children growing up in the streets, who ought to be members of the public schools. They are found in so many localities, with such stereotyped excuses for being found there, that it is apparent their parents neglect to ensure their attendance, or have not the power to enforce it, or that they are away without permission. All these reasons probably are real ones, added to such pretences as being off work, or detained from school for some temporary purpose, or the numerous evasions which idleness gives time to learn. If we could confine these wanderers so that their example would not influence others, or if we had a practical system of pursuit which would make their repose insecure, more or less would be gained to the schools and become permanent members, while the temptation they through their example offer to others to stay away, would be greatly reduced. It is certainly to be deplored that we—of this city—are now living in the *twenty-first year* since the state empowered us to have regular officers for enforcing the attendance of children upon the schools, thereby doing for the poor and incapable among parents what they would gladly have us do, and securing in a large degree the community against petty offences,—and as yet have not a system which many places of smaller population have adopted with manifest advantage. More particularly is this to

be regretted because we have in our own limits a reformatory school, to which, in the last resort, we could consign such as need its assistance.

CHANGES OF SCHOOL BOOKS.

In the report of year before last, some strictures were made upon the tendency to press the introduction of school books through importunate agents in the interest of enterprising publishing houses. Since that time a very large number of such houses have seen the error into which they had been gradually drawn, and have bound themselves not to attempt by traveling agents the substitution of one book for another, but wait the wishes of those who, upon deliberation, shall discover their wants in the matter of school books. This is no doubt a gratifying fact to many who have lost time, not to say patience, in listening to long recommendations when they would gladly have avoided it, and could not see any striking prospective advantages in such changes as might be urged.

It would be unwise, however, to shut our eyes to the fact that it is sometimes well to change school books. Activity in teaching implies a desire to adopt the best methods of presenting the subjects taught, and in the sciences, new facts and discoveries coming to light demand, at intervals, the proper volumes to keep them before the people. It is well I think, for other reasons, not to keep a text book too long, particularly if it differs considerably in its arrangement from those used in the cities and towns generally.

Views of this character, which have been discussed in several interviews with teachers in our Grammar Schools, have induced me to recommend that measures be taken early in the present year to substitute a

different text book in written arithmetic for the one at present used in the schools. This book has occupied its place fifteen years, is used in very few places in our state, has unusual arrangements, wants some changes, which time has necessitated, and lacks the distinct and plain statements which most authors give, and most teachers desire, in regard to the results reached by arithmetical reasoning. Averse as I am to thoughtless and hasty changes, I think the best interests of the schools would be subserved in this instance, could a change be made, and respectfully recommend it to the favorable attention of the Board.

STUDIES AND DISCIPLINE.

It has been a pleasure to visit the schools the past year with the belief that, as a whole, their studies are carried on systematically, earnestly, and with good results. In the Primary schools the teachers attempt to teach, to draw out the capacity, to illustrate, to inform. They are glad to get new ways of doing what is to be done, at least not averse to giving these a trial. Yet there is abundant room left for experiment in the branches taught. In teaching to read I hope much from the spread of the practice of mastering early the powers of the letters; the careful avoidance of the heavy sing-song tone, now in so great a degree overcome; the use of script letters at an earlier stage than heretofore; from the discipline of the vocal organs music gives; and from the pleasing drawing exercises introduced the past year. If teachers do not always have as much faith as might be wished in what can be done when new exercises are introduced, an honest trial is pretty sure to prove that this results

from a careful fear lest themselves should not be able to meet their own ideas of duty, rather than from any pedantic devotion to what they have been accustomed to do.

In the work of the Grammar schools, I would simply commend in general terms what has impressed me in many an individual class, to wit, the careful attention to language displayed in statements and explanations on part of both teachers and pupils, and the full, and generally intelligent answers given in the papers submitted as the results of the yearly examination in July last.

In discipline too, though I have in some instances seen what I have thought hasty expressions at the conduct of individual pupils, and in one case the administration of an objectionable form of punishment, I am convinced there has been a real disposition to ameliorate practices of severity, if such formerly existed, and more responsibly to exercise the power of using blows for the correction of the young.

But as what has been just expressed takes a comparative form, and as a large proportion of public school teachers, though by no means all, at some time do punish with physical pain, it will not be inappropriate for me to say that there is no increase of this form of penalty, but, on the contrary, a positive decrease according to the written reports that are regularly made to this office. I have looked over these with much interest; for in them can be accurately read the personal standing and the mental peculiarities of the respective teachers who make them. They demonstrate as nothing else can, that the rod has little power except it be administered by those who have large skill and

good judgment in management apart from it, and that to use it freely implies such a poverty of mental resource, or such an inability to anticipate and prevent trivial offences, as should lead to serious misgivings in respect to one's fitness for his calling.

SALARIES.

In the report made to your Board at the close of last January, I took the liberty of presenting reasons which led me to believe that the whole subject of salaries "should be re-considered, with a view to such a re-adjustment as would tend to give a gradually increasing compensation for the first few years, at least, of school service."

As a petition of school teachers was afterwards offered, and a hearing had before the Executive Committee, which Committee did not consider it expedient to make any extensive movement in advancing salaries as a whole, or materially to alter the then relative compensation, it would hardly be proper in me, at this time, again to introduce the subject, were it not for the unsolicited kindness of the Board, with reference to myself, shown in their action at the monthly meeting in July.

In expressing my deeply felt gratitude at this time, I cannot forbear to hope that this Board will generously remember the steady, faithful and uncomplaining performance of duty, under hopes deferred, which has marked the course of our Grammar school teachers during the past year, and convince them by its action in the coming one, that their services are as valuable to our city, as the estimate set upon similar services in other cities and towns of our state, no more able to recompense these than ourselves.

In recommending, then, as I most earnestly do, the subject of salaries for the coming year to your attention, I feel a satisfaction in advocating what is just and fitting, and in recognizing the kind considerations, of which that just alluded to is but one of many.

Respectfully submitted,

J. KIMBALL,

Sup't Public Schools.

APPENDIX.

TABLE, SHOWING

The whole Number, the Average Attendance, &c., of the High, Grammar and Special Schools, for 1870.

SCHOOLS.	Whole No. of different pupils in 1870.			Average Number belonging.			Average Daily Attendance.			Daily Att.		Sent to Grammar Schools.			Sent to the High School.			Received from Public Schools.			Received from other sources			Over 15 Dec 31 1870.	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Per Ct.	Ot.	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total	
HIGH SCHOOL.	102	79	181	74	58	132	74	56	130	98		0	0	0	0	0	0	22	40	62	6	0	6	96	
BENTLEY G. S.	....	231	231	....	173	173	....	151	151	87		....	6	6	10	10	25	....	25	25	....	....	3	20	
BROWNE "	114	96	210	104	89	193	92	80	172	89		3	2	5	2	7	13	16	13	29	5	3	8	16	
BOWDITCH "	308	237	545	232	179	411	220	169	389	95		5	3	8	15	13	28	80	44	124	7	5	12	58	
PHILLIPS "	250	....	250	165	....	165	148	....	148	90		16	....	16	3	....	3	70	....	70	15	....	15	17	
PICKERING "	132	131	263	89	95	184	85	88	173	94		2	0	2	2	10	12	25	25	50	6	2	8	20	
NAUMKEAG Sch.	68	64	132	22	23	45	20	21	41	91		0	0	0	0	0	0	0	0	0	68	64	132	20	
Total Gram. and N.	872	739	1631	612	539	1171	565	509	1074	91		26	11	37	22	40	62	191	107	298	101	77	178	113	

TABLE, SHOWING
The Whole Number, Average Attendance, &c., of the Primary Schools for 1870.

SCHOOLS.	Whole No. of different pupils in 1870.			Average Number belonging.			Average Daily Attendance.			Daily Att.	Sent to Grammar Schools.			Received from Public Schools.			Received from other sources.			Over 15 years. Dec. 31, 1870,
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
BOSTON ST. P. S.	182	101	283	114	65	179	98	53	151	86	13	8	21	11	3	14	54	36	90	0
BENTLEY	....	163	163	....	137	137	....	113	113	82	....	20	20	....	12	12	....	62	62	0
BRIDGE ST.	62	51	113	45	27	72	37	20	57	79	8	2	10	4	2	6	3	5	8	0
BROAD ST.	185	134	319	119	78	197	108	66	174	89	29	17	46	11	5	16	41	36	77	0
BROWNE	318	143	461	208	82	290	185	68	253	87	35	15	50	18	6	24	23	17	40	0
FOWLER ST.	136	75	211	82	45	127	74	42	116	91	19	10	29	14	9	23	5	6	11	1
MASON ST.	144	62	206	101	39	140	91	29	120	86	7	4	11	9	3	12	22	16	38	2
NORTH ST.	136	121	257	112	89	201	92	76	168	84	19	20	39	2	9	11	30	18	48	0
PHILLIPS	402	....	402	286	....	286	254	....	254	89	36	....	36	22	....	22	90	....	90	0
WILLIAMS ST.	92	69	161	52	38	90	47	37	82	91	13	9	22	12	6	18	20	11	31	0
TOTAL P. S.	1657	919	2576	1119	600	1719	986	502	1488	86	179	105	284	103	55	158	288	207	495	3

COURSE OF STUDY IN THE SALEM HIGH SCHOOL.

TERMS.	LANGUAGES.				Natural Science.	Mathematics.
	Greek.	Latin.	French and German.	English.		
September to March.		Latin Grammar. [Harkness.] Caesar.	French Grammar (Otto.) Translation.		Natural Philosophy. [Quackenbos.]	Algebra. Greenleaf's Elementary.
March to September.		Cæsar.	French Grammar (Otto.) Translation.		Natural Philosophy. [Quackenbos.]	Algebra. Greenleaf's Elementary.
September to March.	Greek Grammar. Xen. Anabasis.	Cæsar.	French Grammar (Otto.) Translation.		Physiology. [Hooker.]	Book-Keeping
March to September.	Greek Grammar. [Goodwin.] Xen. Anabasis.	Cæsar.	French Grammar (Otto.) Translation.			Book-Keeping.
September to March.	Xen. Anabasis. Homer.	Cæsar and Virgil.	French Grammar (Otto.) Translation.		Chemistry.	Commercial Arithmetic.
March to September.	Homer.	Virgil.	French Grammar (Otto.) Translation.	Rhetoric.		Book-Keeping.
September to March.	Homer.	Virgil and Cicero.	German Gram. (Abn.) German Reader. (Adler.)	English Literature.	Astronomy.	Review. Mathematics.
March to September.	Homer. Review. Xen. Anabasis.	Virgil. Cicero. Sallust.	Undine. William Tell.	English Literature.	Botany.	Review. Mathematics.

Smith' History of Greece taken by the whole school. Themes and Declamations once in four weeks through the course.

1st Year.

2d Year.

3d Year.

4th Year.

TABLE

Showing Names of Teachers employed in Service of the City, Jan. 16, 1871, in what Schools, the date of their original employment, and Annual Salaries.

HIGH SCHOOL.		
John W. Perkins.....	September, 1865	\$2500
James A. Dodge.....	September, 1870	1300
Susan A. Osgood.....	February, 1838	1000
Caroline P. Graves.....	November, 1868	650
Mary J. Thayer.....	October, 1867	650
BENTLEY G. S.		
Mary J. Filtz..	April, 1838	800
Anna Whitmore.....	March, 1842	500
Mary A. Colman.....	September, 1846	500
Isabel M. Emilio.....	July, 1867	500
BOWDITCH G. S.		
Henry F. Woodman.....	March, 1865	1500
Margaret G. Stanley....	June, 1863	700
Annie M. Bates... ..	September, 1861	500
Vessie J. Woodman.....	April, 1869	500
E. Josephine Roache....	June, 1870	500
Hannah E. Burke.....	March, 1870	500
Ella J. Tapley.....	January, 1870	500
Laura B. White.....	September, 1870	500
Annie C. Draper.....	March, 1870	500
Lucy B. Wiggin.....	January, 1871	500
BROWNE G. S.		
Jefferson B. Brackett.....	October, 1870	1500
Adaline Roberts.....	December, 1858	500
Sarah P. Hamilton.....	December, 1870	500
Harriet S. Nealley.....	February, 1869	500
PHILLIPS G. S.		
Charles R. Brown.....	December, 1865	1500
Maria T. Luscomb.....	October, 1863	500
Aroline B. Meek.....	September, 1857	500
Helen M. Carter.....	March, 1867	500
PICKERING G. S.		
William P. Hayward.....	September, 1852	1500
Sarah E. Cross....	March, 1844	500
Mary A. Cross.....	March, 1851	500
Georgiana R. Kehew.....	September, 1870	500
BENTLEY P. S.		
S. Augusta Brown.....	November, 1842	525
Eliza G. Cogswell.....	September, 1855	475
Sarah E. Honeycomb.....	October, 1855	475

TABLE

Showing Names of Teachers employed in Service of the City, in what Schools, the date of their commencing Service, and Annual Salaries.

BOSTON ST. P. S.		
Abby F. Nichols.....	June, 1862	\$525
Sarah F. Daniels.....	September, 1864	475
Sarah L. Woodberry.....	October, 1868	475
Sarah S. Davis.....	January, 1870	475
BRIDGE ST. P. S.		
Caroline P. Dalton.....	January, 1855	525
H. A. Moulton.....	April, 1866	475
BROAD ST. P. S.		
Caroline Stevens.....	January, 1848	525
Emily A. Glover.....	October, 1864	475
Ella F. Kehew.....	March, 1865	475
Kate C. Innis.....	January, 1867	475
BROWNE P. S.		
Harriet M. Tyler.....	January, 1857	525
Harriet E. Lewis.....	September, 1862	475
Matilda Pollock.....	November, 1863	475
Abby A. Grant.....	January, 1870	475
Mary E. Stanley.....	September, 1864	475
Emma A. Graves.....	June, 1870	475
FOWLER ST. P. S.		
Mary J. Pickering.....	September, 1868	525
Eliza I. Phelps.....	April, 1864	475
Lucy E. Adams.....	March, 1870	475
MASON ST. P. S.		
Lydia L. A. Very.....	December, 1841	525
Anstiss P. Stevens.....	July, 1868	475
Julia M. Mann.....	April, 1869	475
NORTH ST. P. S.		
Maria Cushing..	March, 1847	525
Elizabeth C. Russell.....	September, 1854	475
Lucy A. Smith.....	June, 1858	475
Emily S. Phelps.....	March, 1870	475
PHILLIPS P. S.		
Margaret E. Webb.....	October, 1856	525
L. Augusta Hill.....	December, 1864	475
Helen A. White.....	September, 1865	475
Margaret M. Haskell.....	January, 1866	475
Annie S. Hill.....	January, 1866	475
Sarah R. Todd.....	April, 1870	475
WILLIAMS ST. P. S.		
R. Anna Harris.....	June, 1859	525
Georgiana Lewis.....	October, 1867	475

BOARD OF SCHOOL COMMITTEE, 1871.

NATHANIEL BROWN, Mayor, Chairman ex-officio.

GILBERT L. STREETER, President of the Common Council,
member ex-officio.

GEORGE F. CHOATE,
HENRY J. CROSS,
JAMES A. GILLIS,
WILLIAM P. GOODHUE,
DANIEL B. HAGAR,
HENRY G. HUBON,
STEPHEN B. IVES JR.,
SOLOMON LINCOLN, JR.,
WILLIAM LORD,

WILLIAM S. LORD,
NATHAN R. MORSE,
JOHN C. OSGOOD,
CHARLES R. PALMER,
GEORGE A. PERKINS,
HENRY J. PRATT,
CHARLES A. ROPES,
CHARLES O. SHEPARD,
DANIEL VARNEY.

JONATHAN KIMBALL, Superintendent of Schools.

STEPHEN P. WEBB, Secretary of the Board.

WILLIAM MANSFIELD, Messenger.

Executive Committee.

The MAYOR, PRESIDENT OF THE COMMON COUNCIL, and
Messrs. IVES, CROSS, and PERKINS.

First Visiting Committee—High School.

STEPHEN B. IVES JR., Chairman,
CHARLES R. PALMER, DANIEL B. HAGAR.

Second Visiting Committee.—Grammar Schools.

HENRY J. CROSS, Chairman.

GEORGE F. CHOATE, WILLIAM LORD,
JAMES A. GILLIS, HENRY J. PRATT.

Third Visiting Committee. Primary Schools.

GEORGE A. PERKINS, Chairman.

WILLIAM P. GOODHUE,	NATHAN R. MORSE,
HENRY G. HUBON,	JOHN C. OSGOOD,
SOLOMON LINCOLN, JR.,	CHARLES A. ROPES,
WILLIAM S. LORD,	CHARLES O. SHEPARD,
DANIEL VARNEY.	

Committee on Naumkeag School.

GEORGE F. CHOATE,	SOLOMON LINCOLN, JR.,
GEORGE A. PERKINS.	

Committee on Evening Schools.

HENRY J. CROSS,	WILLIAM S. LORD,
CHARLES R. PALMER.	

Committee on Music.

DANIEL B. HAGAR,	JAMES A. GILLIS,
SOLOMON LINCOLN, JR.	

Special Committees.—Grammar Schools.

Bentley.....	JAMES A. GILLIS.
Bowditch.....	HENRY J. CROSS.
Browne.....	GEORGE F. CHOATE.
Phillips.....	HENRY J. PRATT.
Pickering.....	WILLIAM LORD.

Primary Schools.

Bentley.....	WILLIAM P. GOODHUE.
Boston Street.....	DANIEL VARNEY.
Bridge Street.....	HENRY G. HUBON.
Broad Street.....	NATHAN R. MORSE.
Browne.....	SOLOMON LINCOLN, JR.
Fowler Street.....	WILLIAM S. LORD.
Mason Street.....	CHARLES O. SHEPARD.
North Street.....	CHARLES A. ROPES.
Phillips.....	GEORGE A. PERKINS.
Williams Street.....	JOHN C. OSGOOD.

379.744
Sa3
1873

ANNUAL REPORT
OF THE
School Committee
OF THE
CITY OF SALEM.



JANUARY, 1874.

SALEM, MASS:

GAZETTE STEAM BOOK AND JOB PRINTING ESTABLISHMENT.

1874.

ANNUAL REPORT
OF THE
School Committee
OF THE
CITY OF SALEM.



JANUARY, 1874.

SALEM, MASS:

GAZETTE STAM BOOK AND JOB PRINTING ESTABLISHMENT.

1874.

IN SCHOOL COMMITTEE, }
Salem, Jan. 19, 1874. }

Ordered, That the Reports of the several Standing Sub-Committees and of the Superintendent be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same, or extracts from the same, in accordance with the rules and regulations, be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth.

ATTEST,

HENRY M. MEEK, Secretary.

379.744
5a3
1873

BOARD OF SCHOOL COMMITTEE, 1873.

WILLIAM COGSWELL, Mayor, Chairman ex-officio.

WILLIAM M. HILL, President of the Common Council,
member ex-officio.

EDWIN C. BOLLES,
GEORGE BATCHELOR,
GEORGE CHASE,
GEORGE F. CHOATE,
OLIVER CARLTON,
RUFUS B. GIFFORD,
WILLIAM P. GOODHUE,
DANIEL B. HAGAR,
STEPHEN B. IVES, JR.,

AMOS H. JOHNSON,
WILLIAM H. JELLY,
SOLOMON LINCOLN, JR.,
GEORGE B. MELCHER,
NATHAN R. MORSE,
JOHN C. OSGOOD,
JOSEPH OSGOOD,
HENRY J. PRATT,
CHARLES A. ROPES.

AUGUSTUS D. SMALL, Superintendent of Schools.

HENRY M. MEEK, Secretary of the Board.

WILLIAM MANSFIELD, Messenger.

Executive Committee.

The MAYOR, PRESIDENT OF THE COMMON COUNCIL, and
Messrs. IVES, CHOATE, and CARLTON.

First Visiting Committee—High School.

STEPHEN B. IVES, JR., Chairman,
DANIEL B. HAGAR, EDWIN C. BOLLES.

Second Visiting Committee—Grammar Schools.

GEORGE F. CHOATE, Chairman,
AMOS H. JOHNSON, JOHN C. OSGOOD,
SOLOMON LINCOLN, JR., HENRY J. PRATT.

Third Visiting Committee—Primary Schools.

OLIVER CARLTON, Chairman.

GEORGE BATCHELOR,	GEORGE CHASE,
RUFUS B. GIFFORD,	WILLIAM P. GOODHUE,
WILLIAM H. JELLY,	GEORGE B. MELCHER,
NATHAN R. MORSE.	JOSEPH OSGOOD,
	CHARLES A. ROPES.

Committee on Auxiliary Schools.

GEORGE F. CHOATE,

NATHAN R. MORSE, GEORGE B. MELCHER.

Committee on Evening Schools.

OLIVER CARLTON,

GEORGE CHASE, WILLIAM H. JELLY.

Committee on Music.

DANIEL B. HAGAR,

GEORGE BATCHELOR, RUFUS B. GIFFORD.

Committee on Free Drawing School.

GEORGE F. CHOATE,

DANIEL B. HAGAR, JOHN C. OSGOOD.

Special Committees—Grammar Schools.

Bentley.....	JOHN C. OSGOOD.
Bowditch.....	AMOS H. JOHNSON.
Browne.....	GEORGE F. CHOATE.
Phillips.....	HENRY J. PRATT.
Pickering.....	SOLOMON LINCOLN, JR.

Primary Schools.

Bentley.....	WILLIAM P. GOODHUE.
Boston Street.....	RUFUS B. GIFFORD.
Broad Street.....	GEORGE CHASE.
Browne.....	GEORGE BATCHELOR.
Dunlap Street.....	GEORGE B. MELCHER.
Fowler Street.....	JOSEPH OSGOOD.
Howard Street.....	WILLIAM H. JELLY.
North Street.....	CHARLES A. ROPES.
Phillips.....	OLIVER CARLTON.
Skerry Street.....	NATHAN R. MORSE.

REPORT OF EXECUTIVE COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 19, 1874. }

The Executive Committee beg leave to submit the following Annual Report of the Expenditures and Receipts of the School Department for the fiscal year ending December 31, 1873.

Expenditures.

SALARIES.

Superintendent (5 months)	-	-	-	-	\$1,308 12
Teacher of Music,	-	-	-	-	1500 00
Teacher of Drawing, (evening schools)	-	-	-	-	1116 20
Teacher of Drawing (day schools)	-	-	-	-	816 67

HIGH SCHOOL, - - - - - \$6916 63

GRAMMAR SCHOOLS,

Bentley,	-	-	-	-	\$2,541 66
Bowditch,	-	-	-	-	7,505 55
Browne,	-	-	-	-	3,300 00
Phillips,	-	-	-	-	3,300 00
Pickering,	-	-	-	-	3,333 34
					<hr/> 19,980 55

PRIMARY SCHOOLS,

Bentley,	-	-	-	-	\$1,600 00
Boston Street,	-	-	-	-	2,100 00

Amounts carried forward, - - 3,700 00 31,638 17

<i>Amounts brought forward,</i>	-	\$3,700 00	\$31,638 17
Skerry Street,	- - - -	1,100 00	
Broad Street,	- - - -	2,075 00	
Browne,	- - - -	4,138 86	
Fowler Street,	- - - -	2,100 00	
Dunlap Street,	- - - -	1,734 50	
North Street,	- - - -	2,099 99	
Phillips,	- - - -	2,993 05	
Howard Street,	- - - -	1,100 00	
		<hr/>	21,041 40
Naumkeag School,	- - - -	850 00	
Evening School,	- - - -	683 16	
		<hr/>	1,533 16
			<hr/>
Total Salaries,	- - - -		\$54,212 73

REPAIRS ON HOUSES.

Carpenters,	- - - -	\$1638 48	
Masons,	- - - -	191 36	
Painters and glaziers,	- - - -	535 65	
Miscellaneous,	- - - -	766 33	
		<hr/>	\$3131 82

GENERAL EXPENSES.

Fuel,	- - - -	\$5192 29	
Care of Houses,	- - - -	2833 59	
Stoves and furnaces,	- - - -	1870 57	
Furniture,	- - - -	590 01	
Books, stationery, and binding,	- - - -	2008 98	
Printing and advertising,	- - - -	776 38	
Rents,	- - - -	347 50	
Teaming,	- - - -	30 50	
Miscellaneous,	- - - -	3259 31	
		<hr/>	16,909 13
			<hr/>
Total Expenditure,	- - - -		\$74,253 68

Expenditure brought forward, - - \$74,253 68

Receipts.

Income of State School Fund,	-	\$1139 91
“ Browne Fund,	- - -	200 00
“ Andrews Fund,	- -	85 50
Surplus of dog tax,	- - - -	1220 54
From non-resident pupils, for tuition,		50 00
From other sources,	- - -	2 38
		<hr/> \$2698 33
Net expenditure,	- - -	<hr/> \$71,555 35

Respectfully submitted,

For the Committee,

WM. COGSWELL, Chairman.

REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE,
January 19, 1874. }

The First Visiting Committee, in submitting their Annual Report, have nothing to record, in connection with the High School, except its usual routine of quiet and uneventful success.

The corps of teachers has remained unchanged during the year, except that Mr. James A. Dodge, who had been with us as Sub-Master, for three years, resigned his office in the summer, with a view to pursuing and completing his scientific studies in Europe. The Committee regretted very much to lose his valuable services, but have esteemed themselves fortunate in the selection of his successor, Mr. MAURICE H. RICHARDSON, of Fitchburg, a graduate of Harvard, of the class of 1873, whose labors in the school thus far have seemed to deserve the approbation of the Committee.

Three of the assistant teachers of the school have been unfortunate enough to be disabled, by prolonged illness, from attending to their duties for a considerable period. In each case, the Committee were glad to be able to procure the services of Miss Helen L. Pease, as a substitute; and it is no more than just to

this young lady, who was kind enough to serve us in these several emergencies, that she should have this public recognition of our appreciation, not only of her kindness, but of the ability and success with which she performed her assumed duties.

The statistics of the school do not vary much from previous years, though we are glad to notice an improvement [in the matter] of the length of time given to the school; and that the school has suffered less from the continual "dropping off" of pupils.

The graduating class of 1873 consisted of eighteen pupils, equally divided between the sexes. Of the nine boys, seven have entered college. They are distributed as follows:—two each at Bowdoin and Tufts, and one each at Harvard, Amherst and Brown.

The present number of scholars in the school is one hundred and fifty-three, divided as follows:—

	Boys.	Girls.	Total.
Senior Class, . . .	9	22	31
Sub-Senior Class, . .	12	11	23
Ex-Junior, . . .	29	11	40
Junior, . . .	32	27	59

making in all eighty-two boys, and seventy-one girls. One *third* have left since the beginning of the present school year.

STEPHEN B. IVES, JR.,
DANIEL B. HAGAR,
E. C. BOLLES.

REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE,
JANUARY 19, 1874. }

In making the Annual Report of the Grammar Schools we are pleased to be able to report a generally satisfactory and improving condition of the schools of this grade.

Two important changes have occurred in the office of Principal. Miss Fitz after a long and successful service was compelled by failing health to resign her place in the Bentley Grammar School, and we gladly here render acknowledgment of the value of her services. Her place has been filled by the appointment of Miss Hannah Choate, a lady of culture and accomplishment, whose previous experience with us though short had made us desirous of again securing her services upon a more permanent employment, and the school is prospering under its present management.

The resignation of Mr. J. B. Brackett, to take a position having more attractions, financially, made a vacancy in the office of Principal of the Browne Grammar School; and we have esteemed ourselves extremely fortunate in the employment of Mr. O. B. Stone in that place. He brings to the discharge of his duties, ability, tact, industry and experience, which

are producing marked effects for good. The overcrowded condition of the Master's room has been a disadvantage happily soon to be remedied by the judicious provision made by the City Government during the year, for the growing wants of this district, in the new building, now nearly ready for occupancy. The increasing numbers in the Bowditch School, rendered the opening of another room in that school necessary early in the year, and Mrs. Vessie J. Woodman was appointed to preside over a colony of the Bowditch, located in Beckford Street, and there she is maintaining the reputation, which under another name she began to acquire among us in the Bowditch.

More recently, Miss Bass has been compelled from ill health to resign her post of Assistant, and Miss Church, who was formerly connected with the school, has under the rules been temporarily engaged by the special committee, and we are sure the interests of the school will be promoted by securing her services permanently and we recommend her election without delay.

The Special Committee of this school reports a decided improvement in it during the year, and expresses himself well pleased with the prospect for the coming year.

In all the schools under our charge a better spirit and temper prevail than have at all times heretofore been found. Untoward influences tending to promote disaffection, have ceased to operate, and a decided advantage has been gained in the intelligent, faithful, and efficient supervision of our Superintendent. This Board also receives endorsement from the citizens at

large, in the prompt return to their seats of all the members whose term of office was expiring, and the unanimous support of those of them whose length of service at the Board had most thoroughly identified them with its action.

And in this connection, we would not refrain from expressing our satisfaction with the arrangement of the course of school study so well prepared by the Superintendent, and so willingly and faithfully tried and practised by the teachers. It is too soon, yet, to say wherein, if at all, it may be amended. It works too well thus far, as a whole, to risk the suggestion of specific alterations. If, in the course of time, it shall be found expedient to extend the exercise and method indicated in the primary course under the head of *Literature*, and occupy some of the time now devoted to the text books of Grammar and Geography, the serried columns of the spelling book, and possibly displace some few arithmetical conundrums, some of us may not be displeased. At present we desire only to express our approval.

Without pretending to have made such investigation as to warrant a final conclusion upon the subject, we desire to commend to the careful consideration of the Board, and to the citizens generally, the question of furnishing school books at the public expense. The statute now authorizes it to be done, and it is already engaging the attention of other cities and towns. Under the present arrangement, the tax for school books is heaviest upon those least able to bear it, and many are forced to the alternative of avoiding pauperism by foregoing the advantages of the school. It is

believed, from the testimony of the experience in places where the experiment has been tried, that seventy-five per cent. of the present outlay for school books may be saved to the community in money, and a fuller and better attendance at our schools secured, which of itself will more than counterbalance the whole public outlay. The subject, it will be remembered, has been some time since referred to a select committee, who, it is hoped, will give us the result of full and careful inquiry and deliberation. We refer to the Superintendent's Report for statistics and further facts and suggestions.

For the Committee,

GEORGE F. CHOATE, Chairman.

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 19, 1874. }

The Third Visiting Committee are happy in being able to report a generally satisfactory condition of the Primary Schools. In some respects they are in a better state than they were a year ago.

The number of truancies is small compared with last year, and hence greater regularity of attendance has been secured. The removal of this evil from our schools to so great a degree is owing mainly to the execution of the Truant Ordinance by the appointment of a Truant Officer, who has faithfully discharged his duties. It is to be hoped that he will be continued in his office, and that thus the evil of truancy will be reduced to a minimum.

The systematic plan of studies and recitations presented by the Superintendent and adopted by his Board, has had a good effect, and has already produced an improvement in the schools. A comparison of the results, or of the progress and attainments of the pupils in schools of the same grade, by frequent and careful examinations, must necessarily beget an interest and emulation in both teachers and pupils; and there is no other way of forming an accurate judgment of the ability and fidelity of the teachers, as well as of the ability and acquirements of their pupils.

The benefit of this plan is manifest in most of the schools, in greater promptness and devotion to duty.

Inasmuch as the pupils in the primary schools are sent up to the Grammar Schools, and thence to the High and Normal Schools, it follows of course that the Primary Schools are the foundation of our school system; and, therefore, very careful attention should be paid to the selection of teachers for these schools. They are laying the foundation of the superstructure, giving the first bent to the youthful mind, making impressions that, whether right or wrong, will never be effaced. Therefore they should be persons of accurate knowledge and extensive acquirements, evenness of temper and kindness of disposition, good common sense, tact and readiness in emergencies, and all combined with a natural love of children. Your committee earnestly hope that no pains will be spared to secure the services of such teachers in the Primary Schools.

For the Committee,

OLIVER CARLTON, Chairman.

REPORT ON NAUMKEAG SCHOOL.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
JAN. 19, 1874. }

In recording the progress and condition of this school for another year, we have but to repeat the testimony of former reports. The peculiar character of this school, and its capability of adaptation to rapidly changing conditions, has been signally shown. During the autumn, the partial reduction of the working force in the mill, discharged many of the pupils for a season, and essentially disturbed the arrangements for forenoon and afternoon classes of a half time school, but immediately, and without interruption or confusion, the school became a regular day school of two sessions, and again after several weeks, as a full time school. Upon the starting up of the mill to full operation, it returned to its normal condition of a half time school. And before even the committee had time to put in an appearance, by way of giving color to a claim to the credit of an official co-operation in restoring the old order of things, the machinery was in full and successful operation for the alternate, mental and material development in which these pupils are jointly engaged,—vacant seats being readily filled by volunteers from the streets who will attend school nowhere, if not here.

The shifting material and diverse nationality of the school render an intimate personal relation and influence between teacher and pupils, more than ordinarily difficult, and proportionately diminish the chances for the true education, influence which goes to develop the personal character, mental and moral, and fit the child for future enjoyment, and usefulness, and higher personal attainment, but the peculiar tact and skill and earnest work of the teacher enable her to overcome these obstacles, and we think we do not exaggerate in saying that in this regard, this school is no whit behind the best. With larger accommodations, the usefulness of this school could be increased. Numbers of boys especially, who now do not attend any school, are applicants for admission to this, and are constant and orderly attendants, whenever under the rules they are permitted to take seats, temporarily vacated by a class of pupils for whom the school is specially designed. We commend this subject to the attention of the Board. We refer to the Superintendent's Report for the figures and statistics of the year. The school is doing all we have a right to ask, and more than we should have expected of it, if its performance of previous years had not made us exacting in our demands.

For the Committee,

GEORGE F. CHOATE, *Chairman.*

REPORT ON DRAWING SCHOOL.

CITY OF SALEM,
IN SCHOOL COMMITTEE, }
January 19, 1874. }

We refer, for details and statistics, to the Superintendent's Report. During the year the art room in the High School building has been fitted and occupied, and a suitable place for the safe keeping of the casts, models and plates provided, and it is with satisfaction that we are able to congratulate the city on its possession of a superior collection of models and plates, and the good accommodation for their preservation and use. The evening schools for mechanical and free hand drawing are kept four evenings a week, two for each branch, in the High School building, advanced pupils being allowed to occupy the art room, and the main classes taking the school room. The mechanical classes commenced with seventy-seven, and the free hand with ninety-eight, regular attendants; a somewhat larger number attending at first from curiosity, and without apparent purpose of applying themselves with any degree of constancy to the study, were not reckoned as members of the school, and soon ceased to appear at the sessions. The exact number of the average attendance is not at our command, but it does not, at the present time, vary much from fifty in the mechanical and seventy-five in the free hand.

Of these twenty form the advanced class, who occupy the art room. A principal and assistant teacher are employed in each branch, made necessary by the large number attending. The plan of instruction in drawing, as a part of our school system, is gradually getting organized, both in the day and evening schools, and we are happy in the belief that we are profiting by experience, and, notwithstanding the large attendance upon the evening schools, the cost of instruction in drawing to the city has been yearly lessened since the first, until a saving of a very large percentage, not less than 30 per cent from the cost at first, is now being made, and without detriment to the public service. It is hoped a still further reduction may be made in the future. We have been largely indebted to the Superintendent for his assistance in supervision of these schools, and that which, borne alone, was becoming somewhat too heavy a tax, has ceased to be felt as a burden. The exhibition of drawing at beginning of summer vacation, proved a success and an occasion of general interest; its annual repetition is to be desired, both for its stimulus to exertion in this branch, and as a means of attracting attention, and exciting interest in the doings of the schools. We deem ourselves fortunate in the selection of our teachers, and in the general good order, success and progress of the classes.

For the Committee,

GEORGE F. CHOATE, *Chairman.*

REPORT ON EVENING SCHOOLS.

CITY OF SALEM.
IN SCHOOL COMMITTEE, }
January 19, 1874. }

The Committee on Evening Schools respectfully report, that they were opened on the first Monday of December last, according to the regulations of this Board.

- The boys' school, under the care of Miss Helen A. White and Miss Ella L. Manning, occupies two rooms in the Phillips schoolhouse.

Whole number of different scholars . . .	93
Average number belonging	70
Average attendance	57
Per cent. attendance	81
Largest number present at one session .	76
Smallest number present at one session .	11

The Teachers of this school deserve commendation for their good discipline, fidelity and success.

The school for girls, under the charge of Miss Margaret A. Dunn, and Miss Harriet E. Carleton, occupies one room, that of the Naumkeag schoolhouse.

Whole number of different scholars . . .	95
Average number belonging	50
Average attendance	46
Per cent. attendance.	92
Largest number present at one session .	75
Smallest number present at one session .	8

This school is remarkable, not only for its perfect order, but also for the kind regard and sympathy that exists between the teachers and pupils

Considering that attendance at these schools is entirely voluntary, and that so many are ready to avail themselves of this, their only opportunity of obtaining any education; and considering, too, the difference in the ages, character and nationality of those who attend them—some French, some Germans, and even Danes and Swedes—your Committee cannot but think, that the above exhibit proves clearly the importance as well as the success of our Evening Schools.

For the Committee,

OLIVER CARLTON, Chairman.

REPORT OF COMMITTEE ON MUSIC.

Vocal Music, as a branch of public school education, has become so fully established in the schools of Salem and in popular favor, that the Committee on Music deem it unnecessary to add a word to what has heretofore been presented by them in behalf of the claims of musical instruction.

The Committee are happy to report that, during the past year, the advance made in the department of study which comes under their supervision, has been very gratifying. The director of music, Mr. S. C. Bennett, has performed his duties with marked fidelity, skill, and success. His visits to the several schools are cordially welcomed by teachers and pupils, and his happy manner of securing the attention of the children, and of giving clearness and interest to his instructions, has caused music to be regarded as one of the most delightful, as it is one of the most useful, among the school studies.

The teachers in the various schools have cordially co-operated with Mr. Bennett in carrying out the course of study which has been prescribed, and, with hardly an exception, have accomplished the desired results.

When the study of music was introduced into the schools of Salem, it was feared by the teachers quite generally, that they would not be able to do what might be expected of them in that study, as the most

of them had little or no knowledge of the elements of music. At the present time, twenty-one out of the twenty-eight grammar school teachers of Salem, conduct the daily singing exercises in their several rooms, and forty out of forty-two primary teachers are able to do a similar work. The few teachers that cannot sing, provide for the singing exercises in their rooms, exchanging work, temporarily, with teachers who can sing.

An impression exists quite commonly, that a considerable portion of the children in the schools are unable to learn to sing, being destitute, by nature, of musical ear and voice. The Committee have recently obtained some statistics on this subject, which clearly show that the number of those who cannot learn to sing, is comparatively small. They find that in the High School the number of scholars who do not sing is five out of 154; in the Grammar Schools, it is 23 out of 1147; and in the Primary Schools, it is 50 out of 2047. It hence appears that the percentage of scholars who at present cannot sing, is $3\frac{3}{10}$ in the High School; 2 in the Grammar Schools, and $2\frac{4}{16}$ in the Primary Schools. The entire number of pupils in the public schools is 3348, of whom 78, or $2\frac{35}{100}$ per cent, are reported as unable to sing. It has been found in numerous cases that children who on entering the schools, seemed to have no musical perceptions, and to be wholly unable to make a sound in proper pitch, have, as a result of the training received, developed considerable ability in singing. Those whose ears are radically and hopelessly defective, nevertheless, readily acquire a knowledge of the

theory of music, and thus get a large share of the intellectual advantages arising from the study of that science.

The results of the musical training in the primary and grammar schools are beginning to appear very clearly in the High School. But a few years ago, more than one third of the pupils in that school were, on the ground of inability, excused from such musical exercises as were then pursued; at the present time all the scholars except five, participate in the singing, and are able to read quite difficult music by note. The school is now prepared to undertake the reading and intelligent rendering of musical compositions much more elaborate and difficult than any which it has hitherto attempted.

Some modifications in the course of musical training and study in the schools have been made during the past year. The course as it now stands, substantially, as prepared by the Director of Music, is, in brief, as follows:—

PRIMARY SCHOOLS.

First Year. The first attempt of the teacher is to gain the attention of the children by singing to them some simple musical phrase, within the range of their voices, and asking them to repeat it. This, after a few trials, the majority of the class will do. Some ten or fifteen minutes are spent in this way. The lesson is purely a matter of imitation, and is an appeal to that faculty which young children possess to a great extent. Great care is taken that the example be a proper model for imitation, as regards method, style,


and purity and correctness of tone, even in the utterance of the simplest musical phrase.

These preliminary rote songs, given by the Director of Music himself, are selections from the best German composers, and are calculated to develop a taste for a high order of music.

At this stage of instruction, great attention is given to the formation of a proper quality of voice. The difference between a good and a bad quality is illustrated by examples. The children are required to use a smooth and agreeable tone of voice in speaking, reading, and reciting, as well as in singing.

Care is taken that a too great compass be not attempted. The children are allowed, at first, to sing only such tones as can be easily produced. Only the first five sounds of the G scale are used at the outset, some of the best juvenile songs being found within the limit of these sounds. After the voice has been well trained in this compass, it is extended upwards and downwards to a judicious extent.

In addition to the practice of rote songs, each pupil is required to go to the blackboard and sing the scale, ascending and descending, using the scale names only.

Second Year. In the second year of primary instruction, the pupil is taught to know the different kinds of notes and rests; to understand the nature of double, triple, and quadruple time, and the manner of counting and beating the same; and to know the signification of the letters *p*, *pp*, *f*, *ff*, and *m f*, and the use of the slur .

The practice of singing by rote is still carried on far in advance of notation.

Third Year. In the third year of primary instruction, the pupil is taught to describe by its intervals the major diatonic scale, and to understand the chromatic scale so far as the simple change from the natural key to the keys of G and F major is concerned.

As far as time permits, each pupil is required to go to the blackboard or chart, and, with pointer in hand, to conduct simple exercises. Rote singing is continued, and the "First Music Reader" is brought into use.

Fourth Year. In the highest primary class the work of the preceding classes is rapidly reviewed, with reference to musical characters. Rote singing and rote teaching are mostly abandoned. The children are now expected to read the notation of simple musical phrases at sight. For example, they are taught to recognize any sound of the scale by its scale name, as one, two, three, one, four, two, five, four, seven, eight, &c., and to produce the same at the dictation of the teacher. The purpose of this exercise is to train the ear. A few minutes having been spent in this way, the sounds are then represented by notes on the staff. Thus the eye is trained as well as the ear. Five minutes are spent thus each day, and the result is that the children can produce any sound that the teacher may call for, and they can write on the blackboard the scale name of any sound given with syllable *la*. After this drill exercise on single sounds, the class, having been divided, is trained in two-part harmony. This is followed by the practice of two-part songs from the "Second Music Reader."

GRAMMAR SCHOOLS.

In the lowest class of each grammar school, the work done is similar to that assigned to the highest class of each primary school.

In the next higher classes, the chromatic scale and the keys which grow out of it are carefully studied. At the end of the school year, the third class ought to be able to sing correctly, at sight, any choral that may be written in those keys.

In the highest classes, the study of the chords and the triads in all the keys is pursued. At the conclusion of the grammar school course, the pupils can readily sing in plain three-part and four-part harmonies; can interpret all the characters used in musical composition; and can comprehend and read at sight the music found in ordinary collections of psalmody.

HIGH SCHOOL.

In the High School, the same practical work is carried forward, so far as time permits. The musical instruction in this school is given solely by the Director of Music. The tenor and bass parts are introduced as fast as the change of boys' voices allows, and four-part singing for mixed voices is studied, with a view to the wise use of the voice, and to the rendering of a good style of music with accuracy and just expression.

The Committee confidently believe that the course of musical study thus outlined cannot fail to accomplish the most satisfactory results.

Respectfully submitted,

D. B. HAGAR,	{	Standing Committee on Vocal Music.
RUFUS B. GIFFORD,		
GEORGE BATCHELOR,		

REPORT OF SUPERINTENDENT OF SCHOOLS.

TO THE SCHOOL COMMITTEE OF SALEM :

GENTLEMEN—In compliance with the Rules of this Board, I beg leave to submit this, my first Annual Report.

The time which this report covers, so far as it relates to my connection with the schools, is but seven months; the statistical portion of it embraces the entire year, 1873. I entered upon the duties of my office in June last, receiving my first introduction to several of the members of this Board and to your corps of teachers, under most agreeable circumstances, in a pleasant social gathering at the High School house. The good will of that occasion, I believe and hope, still characterizes our relations. I have found in our teachers a body of ready and earnest co-workers,—ready in the main to seize upon and appropriate any improvements which the thought and experience of the age offer, and earnest in their devotion to the best interests of their pupils and of our educational system. Permit me, gentlemen, to say that I have been constantly sensible of your warm sympathy and kindly regard, and I appreciate in a lively manner, as one sharing it, the active interest you take in the welfare of our school system and of the schools specially committed to your charge. It is a source of no little encouragement, that the Chairman and members of

this Board are able to critically judge upon the merits of those who labor in the schools of the city ; for we welcome intelligent criticism and look to it for the hints to future improvement, while intelligent and sincere praise are the best meed that can be earned or bestowed.

THE COMMON SCHOOLS.

It was my first duty to learn the condition and needs of the schools. For this purpose, I visited the schools, conversed with Principals and other teachers, with members of this Board and with gentlemen who are interested in educational matters. My visits led me to the opinion, which many others also expressed, that the most pressing want was the harmonizing of the schools, or their proper and equal gradation ; for, in the absence of any general supervising officer, they seem to have become quite dissimilar in their work and results. The capabilities of pupils in the same grades may be supposed to be about equal, in the several districts of the city. If, therefore, pupils enter the schools with the same qualifications and are to attain a certain proficiency before graduating, the conclusion seems natural that they should, in the main, occupy the same number of years in passing from one to the other of these two degrees. Such being the fact, a course of study is all-desirable, which shall apportion the work to be done, into parts or grades, corresponding to years and terms of progress. This course of study should be adapted to the majority of pupils,—say, to seven-eighths or more of each class ; for experience has shown that, while some, from supe-

rior talents, will far outstrip their comrades, and some will, from a variety of causes, fall much behind, the greater part will easily go on together without a wide diversity of scholarship. Pupils in this respect are like soldiers upon the march, or like masses of men laboring at similar tasks. There is in all this, however, free scope for individuality ; and pupils do not come out of our schools, as has been unjustly said, cut and trimmed to the same pattern, but they rather show with what application and industry they have profited by the privileges offered them.

GRADED SYSTEM.

The chief advantages of the graded system of schools are economy, better supervision, and a nearer approach to individual instruction. It is evident that so many pupils as are now taught in a graded school by one teacher, could not be taught with any tolerable success, were they of all ages and conditions of advancement. More teachers and more school-rooms would be needed under such an arrangement, to give pupils even half the personal attention which they now receive. Under the graded system, it is possible to supervise more perfectly, to detect inefficiency and prevent undue forcing, to apportion tasks and regulate them according to the years and strength of pupils. One school is brought into comparison with another, and the rivalry necessarily is, not as to which shall accomplish the more, but which shall do it the better. Further, those who have worked in both kinds of schools will appreciate the force of the statement, that a nearer approach to individual instruction is

possible in a graded school. The mixed school embraces all ages and requirements ; if it consist of forty pupils, it will probably have some twenty classes of all kinds. The mere matter of conducting recitations will absorb nearly the entire school hours, and the teacher will have little time to attend to pupils individually. The plan of the graded system is to put together in one class, pupils of equal or similar attainments ; and, as they have the same hours to devote, and are in fact not widely diverse in ability, they will proceed to the study of the same branches and topics. Though they may have special preferences and aptitudes, the teaching is addressed to the development of all powers of the mind. "We work for culture," as Hamerton says. "We work to enlarge the intelligence, and to make it a better and more effective instrument." The time of the teacher is all bestowed upon this one class in their several studies. Generally speaking, principles and explanations, rationally and logically presented, will be apprehended by the entire class. It is in the lesser number of instances, that individual instruction is needed. Then, the teacher, conversant with the different minds he has to deal with, knows where to expect slowness or error of apprehension, and by a few well-directed questions, ascertains how clearly the principle is understood. The pupil is called upon by himself; the whole order of thought is retraced, and the pupil's comprehension of the subject secured. By repeating this process with other pupils, the class are at length thoroughly rooted and grounded in the truth developed; and though they have the same pattern of thought, as indeed the

statement of truth must be identical or equivalent; yet if you could look into the mind of each, you would find perfect individuality of fashioning and tone. The graded school affords scope for class criticism, which I believe to be an essential instrumentality in teaching. The direct imparting and receiving, mere memorizing and reciting, may satisfy the consciences of some; but it is not the best way to develop mind. In the lower grades, where principles are simple, the criticism would generally pertain to the correctness of the statement. But, in the higher grades, where principles have many relations, where the thought is involved or the statement ambiguous, it is of consequence to know the manner of the pupil's thinking; here criticism is necessary, and even discussion, and, if the class be led to criticise and debate, under proper regulation, the mind will be in its best mood to discriminate and learn.

An argument sometimes adduced in favor of mixed schools is, that, while the older scholars recite, the younger ones incidentally learn many things from them. This is true. These stray bits of knowledge are often valuable acquisitions; but then, they may sometimes be misapprehended and be worse than no knowledge. Moreover, if one desires to master a subject, does he study at random, or is there an acknowledged order of study, which is more natural and direct? The mind of the pupil cannot be occupied at the same time both upon his own studies and upon those of other classes. If he gives attention to other lessons, he is habituating his mind to wander from its purpose. As for variety, it is certain that the mind needs it; and as students wisely find this by pursuing

several courses contemporaneously, so may pupils receive it, by taking several branches in each grade of their curriculum.

The proof of the superiority of the graded system of schools must be found, of course, in what it produces. The excellence of the product depends largely upon the skill of the artisan; and yet, systems of labor have their independent logical effects. In order to a just comparison of results, we must have similarity of circumstances, a parallelism of cases. Mixed schools may, in spite of their want of classification and their multitude of recitations, sometimes be superior, on account of the rare tact and method of the teacher, or the hearty earnestness which pupils, who have been sometime absent from school, may give to their work. It is not yet possible to prove that the schools of to-day supply to society a more enlightened element. The schools of former years have among their graduates men of mark and power. Did the schools make them what they are, or shall we attribute their eminence to innate ability and self culture? And what shall we say of the many who, by attendance at these schools, were not raised to honorable positions and influence? It is not uncommon to hear some regret that their knowledge was so ill-digested, so vague, so fugitive.

The only true point of comparison yet, I think, is in the schools themselves. Who will not concede that the pupils in our schools to-day are not on an average more intelligent, better informed, and quicker to apprehend new things, than was the average pupil of some years ago? I believe, too, that children from

country districts, or private schools, who apply to enter city schools, are generally found inferior, not merely in attainments, but also in power and culture of mind, to the public school pupils of the same age.

COURSE OF STUDY.

The gradation in a system being based upon acquirements in the branches pursued, no simpler method of dividing the whole course into its several stages has been found, than to allot a fair portion for each year and term. The course will then be divided into a given number of years and terms. This was the work to be done, in order to bring our schools upon a uniform plan of classification. On inquiry, it was ascertained that no definite time was allotted to a definite portion of school work. In some schools it was thought that pupils on an average completed it in six years, in others, five years, or perhaps (but very doubtfully) four years. With a definite allotment of time, pupils may still be more or fewer years in accomplishing the work; but it will be known whether they have gained or lost a year.

A course of study was, after much consultation and weighing of points, prepared and presented to this Board, by whom it was adopted. This course prescribes the order and general methods of teaching. As teaching, which was always an art, has become a science also, and is studied as a science, in the light of experience and the philosophy of mind, a large unanimity is obtaining among educators as to the best methods of instruction. It was, therefore, natural that this course of study, which was based on the science of education, should require of our most intelli-

gent and efficient teachers very little, if any, modification of methods previously followed; in other school-rooms more or less change was necessitated, but with a corresponding beneficial effect, it is believed. The course assigns to each branch a certain number of hours a week; but any different arrangement, which the teacher desires and the Principal approves, will be allowed. The only point here which demands to be almost absolutely insisted upon, is as to the length of recitations; fifteen minutes is long enough for any lesson in the lower primary grades, and half an hour is enough time for a single recitation in the grammar grades. I have found longer recitations than these to be generally characterized by indifference and ennui; and two lively recitations a day in the same study, each of a half hour's duration, would evidently be worth more than one recitation dragged wearily out to an hour's length. The first object in putting into the hands of the teachers this course of study was to bring their schools together upon the same work, to grade and classify them. The course is not regarded as a finality. This process of grading may discover the desirability of amending it. It was not possible at once to adapt the work of all the grades to the plan marked out. The lower primary classes and the lower grammar classes have so far followed the course; and the upper classes in both grades are aiming towards that result.

The pages in certain text-books are specified, but rather as indicating the topics to be taken up than the method to be pursued. Some of the text-books used are sadly behind the times; and so long as they are in

the hands of the pupils, the best talent will be required in teaching these particular branches. The happiest coincidence obtains, when the treatment of the subject in the text-book is similar to the methods of the teacher; but if the book is inferior, he must teach independently of it, and then it loses a degree of its value to the pupil. The adoption of *Our World*, number one, is considered a long stride in the direction of teaching geography naturally and fitly. The new series of readers, made by selecting the best parts of two excellent series, has given a fresh impulse to this branch, and is acceptable both to teachers and pupils.

By the present arrangement of grades, the primary course embraces four years, and the grammar course, five years. During the most of this period, promotions may occur every six months, and, in the very lowest classes, sometimes oftener. It occasionally happens that pupils may with profit advance more rapidly than the class to which they belong. Special promotions should be made in such cases. The method of reviews prescribed in the course facilitates these promotions. From the time a branch is taken up, until it is completed, each term's work includes a review of all preceding principles. Hence, for a pupil to go on with a higher class, it is only necessary for him to be able to take the regular lessons of that class. This arrangement is also favorable to the admission of pupils, not coming from our schools.

HIGH SCHOOL.

I have thus far mentioned only the common schools—the grammar and primary—those devoted to instruction in the common English branches. My work has, as already stated, been chiefly in these schools, and I

have not had that opportunity to become intimately acquainted with the work in the High School in all its particulars, which I may reasonably hope to enjoy, The success of the school in fitting pupils for college. the high esteem in which it is held by this Board and the patrons of the school generally, and the pleasant, cordial relations which subsist between teachers and pupils were conspicuous testimony to its excellence. My own observation has confirmed me in the opinion that the character of instruction is exact and thorough, and that Mr. Perkins and his associate teachers are doing a commendable work. At the end of the summer term, Mr. Dodge resigned the sub-mastership of the school. I forbear any comments upon his work, in the school, as the First Visiting Committee are better able to speak of him than am I. Mr. Maurice H. Richardson was elected to the vacant sub-mastership. His fondness for scientific pursuits, and his enthusiasm and fine skill in laboratory work guarantee him abundant success in his chosen department of labor.

SUPERVISION.

I have kept a record of my visits to the schools since September, and for what purpose they have been made. Of these visits, 394 were made for the purpose of inspecting the schools, sometimes taking charge of a recitation, and 255 to exchange books, or look after repairs or supplies, in school time. Brief calls have not been recorded, the duration of visits ranging from fifteen minutes to an hour and a half.

I have found the discipline of the schools and the character of instruction to be in most cases excellent. We have teachers of whom we cannot speak too highly; and, of those who cannot be considered satisfacto-

ry teachers, many, by diligent study of the philosophy of teaching, and by careful painstaking to cultivate its art and to govern well, can become successful.

There is probably no profession so difficult to fill well as the teacher's; and, in order to fill it in any degree properly, one must have a high and just conception of its demands. It was a saying of Montesquieu's that "success in most things depends on knowing how long it takes to succeed." Other professions call for some single qualifications; this one requires many and perhaps opposite qualities. The administrator of law is honored, if he is just; the physician, if he is sympathetic; the clergyman must have a wealth of thought for each occasion; the artist must make the most out of the materials at hand. The teacher needs be, however, at once eminently just and thoroughly kind; fertile, full, original, rich to impart, and yet seeking rather to call forth and develop the mental powers. He must know to the very bottom the needs and deficiencies of his pupils, and yet never fall to despising them; he must feel the arduous nature of his work, and still be sublimely hopeful and courageous. The true teacher should never despair, and never does, except in moments of weariness and exhaustion; and these feelings should be the signal to take the rest which nature craves. I know a teacher in our schools who is a superior instructor and disciplinarian, but who underrates child nature and powers; we have another who is the equal of the former in the respects mentioned, but who exalts the possibilities of youth. Can there be any doubt as to which is the better teacher? The pupils of the former appreciate and respect;

the pupils of the latter enthusiastically admire. The teacher who will speak of her pupils in their hearing in depreciating terms is unworthy the name, for such terms have not even the apology of being corrective; but how can she who allows herself to fall into the habit of thinking depreciatingly of them,—how can she easily be genial and cheerful before them? Since the demands of the profession are so varied and great, we cannot be too discriminating in our selection of teachers.

One who enters upon so important a service should enter upon it as a life-work, and no other employment should be countenanced which is not in some way subsidiary to this. I do not mean that the teacher should work at all hours. The five and often six hours of schoolwork is exhaustive. There should be some special reading or study to keep one abreast of the times, to maintain progress and promote culture. There should be, also, hours, days, or weeks of rest, or of relieving, invigorating employment. Rest is as much paid for by the city as labor, since rest prepares for labor. And, in this view, I deem that our vacations are more for the teachers than for the pupils. However much the pupil's energies may be taxed, the teacher's work is far more intense and wasting. And then, the teacher needs get out of the routine of her profession and taste for a while the luxury of a new life. From these vacations she may return in fresh vigor, with glowing hopefulness, and a keener relish for her duties. Still more profitable for our schools will it be, if the vacation has been so spent as to increase her fund of knowledge and extend her culture, while it has given rest and enjoyment.

DISCIPLINE.

The discipline in the schools seems in the main to be good, though there are some exceptions; and in some rooms a better state of order and good feelings does not seem probable, if possible. The records of corporal punishment present the greatest variety. In 13 rooms, of grammar and primary schools, not a single case has occurred this quarter; in 10 rooms, there have been between 20 and 35 instances each, within the same period. The records in the other rooms vary between these extremes. The character of the pupils, and the disposition and health of the teacher are, generally, the causes of this diversity; but sometimes a special cause, such as a change of teachers, will excite the turbulent spirit of youth, and the rod is used, as blank cartridges have been employed against a mob, to quell the disturbance by a show of the power reserved. Corporal punishment is the worst and should be the last resort in governing children. It is indeed not governing, but restraining, and is better than rebellion only. It is not rule, not law, not a natural penalty following by consequence inevitable; it is brute force. The government in our schools ought to be of a nature to train the will, to secure repeated voluntary obedience to rightly constituted authority, to educate our pupils for self-government. Yet, I think it would be unsafe to abolish the use of the rod in the common schools. A case may arise, where corporal punishment, or exclusion, is necessary; and exclusion seems to me the greater evil. Exclusion deprives the boy of the benefits of the school, by which we may reasonably hope to make him better. The

question has of late been debated, whether it might not be wise to require of the teacher a delay of twenty-four hours before inflicting corporal punishment. Such a delay would ensure a degree of calmness on the teacher's part, which is absolutely essential to the best effect; it would also give an opportunity for penitence and acknowledgment, or for remitting the penalty. Two of our teachers have voluntarily informed me of cases which are in point. They are conscientious teachers; and I have no doubt that the punishment was inflicted in the proper spirit, and that it would ordinarily be thought deserved. But they confess that the effect was not salutary, and that, had they delayed the infliction twenty-four hours, they would probably have remitted it altogether. With one of them, it was the only instance for, the quarter. While admitting the force of these considerations, it however does not seem to me practicable to require the delay by an absolute rule; for a case may be imagined, in which delay would be dangerous to the good order of the school. I would suggest the wisdom of directing the teachers to inflict corporal punishment only in extreme cases, and to delay the infliction twenty-four hours at least, unless the Principal be consulted and advise immediate infliction. Such a course would seem to insure moderation and a correct spirit. A record is kept in every school, or room, which shows the date of the punishment, the name of the offender, the offence, the kind and amount of punishment, and the teacher by whom it was inflicted. To the record of each case could be appended a note stating how long after the offence the punishment fol-

lowed. I hope that we shall have less punishment of this sort the coming year, and shall be glad when it can be wholly dispensed with. If we remember what improvement in the government of schools has been made within a quarter century, we may be sure that the day will come when teachers will govern without an appeal to force. Before that day, there must either be some improvement in the general management and subordination of children, or else our teachers must have acquired that rare ability, which some possess, of maintaining discipline by personal influence, by the graces of self-control, justice, firmness, and gentleness. But, however the teacher establishes his command, the discipline of his school is not healthy and normal, unless he have the general acquiescence and approbation of his pupils. If the majority of the pupils do not like their teacher, there would seem to be some want of grace in the teacher.

TEACHERS' MEETINGS.

For the purpose of harmonizing the work in the several common schools, and of discussing methods of instruction, teachers' meetings have been held. There were twenty-three of these meetings from the first of September to the end of the year. They have usually been held on Tuesday, at half-past four, p. m. The attendance has been remarkably good, very few teachers having been absent at all, and only on account of sickness or other unavoidable detention. The teachers are, for convenience, grouped into four sections, the lower primary, upper primary, lower grammar, and upper grammar; and, for each section, there is one meeting a month. At several of these meetings

teachers have given illustrative exercises, with a class of their pupils, of the methods pursued by them in particular branches. The interest evinced in teachers' meetings is a pretty fair test, I think, of interest in the work of educating, and of growth, professionally.

ATTENDANCE.

The attendance of pupils is exhibited in tabular form in the appendix to this report. The year has probably been more favorable than the average of years for regular attendance. The Principals of private and denominational schools have kindly favored me with information required by the State in our annual returns. The whole number of pupils enrolled in these schools for the year is 939. The total enrolment of children between 5 and 15 years, in the public day schools, is 3543. We will say that 100 other children of school age receive three months' instruction in the evening schools for English branches, and 266 pupils of school age were enrolled in the Naumkeag school. The sum of these four items is 4848; and the whole number of children of school age in the city, at the taking of the last census, was 5420. Hence 572 children of school age in Salem have received no schooling during the year just past,—unless we may suppose that, in a few instances, instruction has been obtained out of town; some, also, may have received instruction at home. But the number will remain nearly as stated.

The daily press and our own observation supply us with ample proof that the element of illiteracy in a republic is an element of weakness, an element of moral and political corruption, an element jeopardiz-

ing "life, liberty, and the pursuit of happiness." We are yet able to control this element; but with the tide of immigration rolling in upon us and swelling the proportion of illiteracy, can we say how long we shall have power to govern or resist?

None ought to be admitted to citizenship in a republic, but those who are qualified to discharge the duties of a citizen. If it be thought impracticable to impose such conditions upon adults; it is feasible to require them of the rising generation. Is it the part of wisdom to let the young grow up unlettered, and get employment at what age they will, and neglect their prime duty to the State? Reared in this land of freedom, breathing in the spirit of unrestraint and extreme jealousy of our rights in our earliest years, we may have come to have an impossible ideal of personal liberty. In practice, however, we are more nearly correct. To the individual belong all powers and rights not assumed by the State, nor prohibited by it to the people. This is reason, as well as law. Hence, the right of the State to take part of a man's property to use in the administration of its affairs; hence, its right to define in what spot or to what height a man may erect a building for himself, or in what manner he may destroy it; hence, its right to interfere with a man's domestic relations, when they are not consonant with justice and happiness. It is the State first, and the individual second. Shall the State question its prerogative in no case but in that of educating,—in that of securing the qualifications of citizenship, which it claims the right to pronounce upon, and of which it must acknowledge the need? Nay, the State

has in part exercised this prerogative, by ordaining that youth of certain ages, engaged in a certain specified employment, shall attend school a certain prescribed amount each year? But what of all the other youth, engaged in other employments, or in none? What if the State, while virtually acknowledging its obligation and duty, is but half fulfilling it, and but weakly attending to even that half-fulfilment? The true, strong, beneficial discharge of duty by the State would be, it seems to me, to require that all children within prescribed ages shall attend the public schools, or until the regular common school course is finished, or that they shall attend private schools, or be taught at home, showing proof in both cases that they are receiving the advantages demanded; and to allow no minor to have employment or receive wages, unless duly licensed, the condition of the license being that he had completed the common school course, or a special course prescribed as the minimum, or that he had within the twelvemonth preceding pursued a definite term of diligent study.

TRUANCY.

The amount of absenteeism is steadily diminishing. Mr. Henfield, the Truant Officer, has rendered efficient service in bringing about this result. From the statements of teachers, it appears that truancy is of much rarer occurrence than in March last, when he entered upon the duties of his office. The record kept by me since September, shows a gradual decrease for the remainder of the year. This record embraces, besides actual truancy, absenteeism which was supposed to be unauthorized, and a few reports of inves-

tigation into cases of misdemeanor properly coming under the notice of the officer. The total number of cases reported by the Truant Officer for September was 71; for October, 66; for November, 48; for December, 33; in all, 218. There were no cases in the High, Bentley grammar, Bentley primary, and Naumkeag schools. The records of the several grammar schools are: Bowditch, 15; Browne, 6; Phillips, 21; Pickering, 2. The records of primary schools are: Boston street, 55 (25 of them in September); Broad street, 2; Browne, (Ropes street) 21; Dunlap street, 23; Fowler street, 7; Harbor street (Browne), 28; Howard street, 3; North street, 2; Phillips, 27; Skerry street, 6.

CHANGES OF TEACHERS, GRAMMAR.

Some changes have taken place in the corps of grammar school teachers, since the last annual report. Miss Fitz has resigned the principalship of the Bentley school, and Miss Hannah E. Choate has been elected to fill her place. From remarks of members of this Board, and also from some acquaintance with Miss Fitz, while she was supplying Miss Choate's place, during the temporary absence of the latter, I am sure that her resignation was felt to be a loss to the public schools. A longer acquaintance with Miss Choate permits me to say, without implying any comparison, that she is a valuable accession to our corps of teachers. A lady of substantial culture and elegant manners, her teaching and influence are directly and indirectly salutary and acceptable. To the roll of the Bowditch teachers has been added the name of Mrs. Vessie J. Woodman. She teaches a division of

the fifth class, in a room on Beckford street. Mrs. Woodman has a natural gift for teaching, acquired ability, and a happy faculty of letting sunshine into every corner of the school-room. Miss Bass has tendered her resignation to your Board, on account of failing health, and leaves a service which she has been following with decided success. She has the best wishes of us all. The Board may congratulate themselves upon being so fortunate as to secure for her successor Miss Phebe E. Church. Miss Church is already favorably known as a teacher in the Bowditch school, and the Board will with pleasure welcome her return. The teachers in the Phillips and Pickering schools are as reported last year. In the Browne grammar, Mr. Brackett resigned the principalship, which he had occupied with capability and fidelity; and the Board elected Mr. Owen B. Stone to fill his place. Mr. Stone is a thorough, conscientious teacher, of good education and experience, refined and courteous in language and manners, and moderate in discipline. He is a worthy model for his pupils, and his influence is felt and appreciated in his school.

CHANGES OF TEACHERS, PRIMARY.

The only changes in the number and arrangement of primary teachers have been in the Browne, Phillips, Howard street and Dunlap street schools. Miss Harriet M. Stetson and Mrs. Harriet P. Gill have been elected teachers in the Browne school; Miss Ardelle Allard in the Phillips; and Miss Eliza J. Murphy and Miss Sarah N. Littlefield in the Dunlap street school. These are all new to the profession, except Mrs. Gill. They have all made a commendable beginning, and

some of them are teaching with marked success. With diligent study, persistent effort, and the consciousness that excellence in teaching is no easy achievement, and with patience and increased discretion in the management of children, they will attain to high and acknowledged usefulness. Miss Stetson was appointed to a room in the Harbor street school. Mrs. Gill was placed in charge of a class which it was found necessary to form in the vestry of the Methodist Church on Lafayette street. She has a large school of the restless little folk to instruct,—more restless by having to occupy settees, which were constructed for adults. She has, however, ruled them kindly, has interested them in these initiatory studies of the course, and is laying a good foundation for future builders.

There had been six rooms occupied in the Phillips primary, and two in the Howard street school. On account of the crowded condition of the Howard and Skerry street schools, it became necessary to provide further accommodations for pupils. To save the expense of furnishing a new room and employing another teacher, and to grade the Phillips and Howard street schools in accordance with the plan of primary school work, it was decided to remove the furniture from two of the rooms in the Phillips house to the two unoccupied rooms in the Howard street building, and to transfer two teachers, Miss Haskell and Miss Hubon, from the former to the latter school. The quarter of the city which had supplied pupils to the three schools last mentioned was redistricted. This redistricting had the effect to more nearly equalize the

distribution of pupils, and to assign them to schools, to which, topographically, they belonged. It had been impossible to heat the rooms of the Phillips School, which by this change were vacated, and thus the comfort of pupils was among the benefits secured. . Soon after this removal, Miss Webb, as she had contemplated, resigned the principalship of the Phillips School. This Board testified, by a unanimous vote, to their appreciation of her devoted and efficient services. Miss Mary L. Ober was temporarily appointed to fill the vacancy created; but, before her appointment was confirmed, she resigned, through apprehension of ill health. Miss Helen A. White was then appointed, and confirmed as Principal of the school. By her promotion, and the promotion of Miss Annie S. Hill to fill her place, the fourth room was left unsupplied with a teacher. Miss Allard, of whom mention has already been made in this report, was elected to fill this vacancy. Miss Very's connection with the Dunlap street school closed at about the time of my entrance upon the duties of Superintendent. After her resignation, Miss Anstiss P. Stevens was promoted to the head of the school; and, under her principalship, the school has flourished. Miss Mann succeeded her in the second room. It was found necessary to furnish another room, three being already occupied. Miss Eliza J. Murphy has been appointed teacher of the third class; and Miss Sarah N. Littlefield has been elected teacher in the school and assigned to the fourth room. I have spoken of these teachers in a preceding part of this report.

There have been no other removals or appointments

of teachers in the day schools, except in various schools in case of temporary absence. From the reports of Principals, I find that there have been several days' absence of teachers in some schools, when no substitute has been provided. There have probably been reasons for the fact. In schools where the Principal is not confined to one room, as in the Bowditch, the employment of a substitute, even for two or three days' absence, might not be desirable; and, in any school perhaps, it would be better to dismiss the class for a single session or day, than to put a substitute, unacquainted with the pupils and the teacher's methods, into the room. There is sometimes one advantage in the employment of a substitute for even a brief time, if she be chosen from our list of applicants for appointment, and that is the acquaintance which the Principal, the Superintendent, or the Special Committee may form with her practical qualifications—a knowledge which may be found of great value. As the Special Committees appoint the substitutes, would it not be well to require the Principal to report absences of teachers and employment of substitutes at once to the Superintendent also, that he may give attention to the school at this important moment?

NAUMKEAG SCHOOL.

The Naumkeag School, established primarily for the mill children, and secondarily for such others as cannot attend the graded public schools, is too well known to you to need commendation of mine. But I cannot omit to express my gratification at the enthusiastic character of the teaching and the happy, natural man-

agement of the school. The school demands particular talents of the teacher; among them the ability to speak French. Miss Dunn is fully equal to the demands of her position. The statistics of the school for the year past are:—

Whole number enrolled during the year,	288
Boys, 170; Girls, 118.	
Number coming from the mills,	193
Boys, 113; Girls, 80.	
Average number belonging for each half day,	43
Boys, 29; Girls, 14.	
Average number attending for each half day,	39
Boys, 26; Girls, 13.	
Per cent. of average attendance,	91.2
Boys, 89.6; Girls, 92.8.	
Average number of mill children belonging each half day,	30
Boys, 18; Girls, 12.	
Average of mill children attending each half day,	28
Boys, 17; Girls, 11.	
Per cent. average attendance of mill children,	92.8
Boys, 94; Girls, 91.6.	

Number of weeks of school, 52; number of sessions, 512.
 School has been dismissed but once, besides on the four regular holidays.

In examining this table, one must keep in mind the facts, that the statistics of attendance are for each half day; that one class of mill children attend in the forenoon, and another in the afternoon, that, every six months, these two classes give place to two others similarly arranged. The number 43 should be multiplied by 4, and 172 should be compared with 288, to

show the changing character of the whole school element. Compare 4 times 30, or 120, with 193, and note how much more constant the membership of the mill element is. While the pupils belong to the school their attendance is good, as shown by the per cent. of attendance. The membership from outside the mill is composed mostly of children from the streets, who, hearing good reports of the school, present themselves for admission; and the good they get is worth staying for, and it is well to countenance their attendance, when possible.

I know no manufacturing cities, or towns, where the directors of manufacturing establishments are so ready to meet the requirements of the law, and voluntarily concern themselves so much in sending operatives to school, for the prescribed term. It is believed by these gentlemen that they not only confer a benefit, in this way, upon the children, but that they also obtain for themselves a better quality of labor, better industry and skill.

EVENING SCHOOLS.

There are four public evening schools, under the management of this Board,—two for instruction in drawing, and two in the elementary English branches. The drawing schools are devoted to freehand and to mechanical drawing, respectively. The freehand school is under the tuition of Mr. J. Warren Thyng, aided by Mr. Fisk; the mechanical-drawing school is conducted by Mr. Albert K. Mansfield, with the assistance of Mr. Morse. These teachers are capable and efficient, and fully vindicate the wisdom of the Committee in selecting them. The schools admit adults, or minors who

do not receive instruction in drawing in the public schools, or who show a special aptitude for the art and are deserving of special privileges. The press to enter these schools was at first very great; the attendance has somewhat decreased since then, but it has been remarkably good for a school of this class. As the attendance is, in a measure, voluntary, we cannot expect so high a percentage as in public day schools, and especially as the class of attendants are likely to be called off by imperative duties of their own. I think that the privileges of the schools are appreciated by a sufficiently large number to justify your best hopes in establishing them. The class in mechanical drawing was divided into sections, according to the stages of advancement of the members; and subjects in geometrical, machine, and architectural drawing have been given. It was early found necessary to locate one section of the freehand class in the Art Room, where they study from models, casts, and designs. The other sections pursue the other branches of the study, from simple outlines to perspective and shading. Further details I suppose it the purpose of the Special Committee on Drawing Schools to give.

Of the evening schools for instruction in English branches, one is for girls and one for boys. The girls' school is taught in the Naumkeag school-room by Miss Dunn and Miss Carlton; and they are succeeding admirably, not only in interesting but also in instructing their classes. They have a school of bright, intelligent, fine-appearing girls. The boys' school is held in rooms 1 and 2 of the Phillips primary building. It is hardly to be expected that boys will

voluntarily attend very constantly at school, five evenings a week, in spite of all the attractions which winter evenings in a city afford; and that their attendance has been so regular and the rooms so full as they have been, is largely due to the energy and faithfulness of the teachers, Miss White and Miss Manning. The Truant Officer has been present to aid in the discipline of the school, when his assistance might be required. It is pleasant to report for the school a very good degree of order and studiousness. As the Special Committee on these schools are preparing a full report of them, no longer notice of them will be expected from me.

MUSIC AND DRAWING.

The reports of the Special Committees on Music and Drawing will supersede the necessity for anything but a brief mention here. It will be proper to add my concurrent judgment that the special instructors, Mr. Bennett and Miss West, are well qualified for their work. Mr. Bennett is accomplishing much in the cultivation of a musical taste and good execution among pupils, as well as a knowledge of the theory of music and ability to read at sight. He devotes all the school-hours to this branch. Miss West has skilfully laid out the work in drawing for all grades of our schools, and it will not be the fault of this plan, if we do not obtain from it a considerable advancement in the art beyond the standard of preceding years. More work is now required of the regular teachers this year than formerly, as Miss West is now employed by the Board for only half the school time. Her aims are high, worthy, and possible of attainment.

The special instructors in music and drawing arranged the courses of study in their departments, which were incorporated into the general course of study for primary and grammar schools.

REPAIRS—JANITORS.

The customary repairs have been attended to, and, so far as possible and economical, when needed. There have also been some special repairs and improvements—as those of the heating apparatus in the High school, and the Broad street, Boston street, and Browne primaries; and the change of furnaces and apparatus now going on at the Bowditch school. The passage way to the Art Room has been ceiled in, for the better appearance and safety of the building. The Brown, Phillips grammar, and Dunlap street yards have been improved; and there are others needing similar repairs. The new school-house at the foot of Holly street will greatly better the school accommodations in the South Salem district.

There have been some removals and new engagements of janitors during the year, in order to secure a better order of public service in this department. The duties of the janitor are important ones, and when familiarity with them breeds contempt of the necessity of strict attention to them, civil service reform is demanded.

CONCLUDING REMARKS.

By returns made to me, I learn that 63 of the 76 teachers are subscribers to the Massachusetts Teacher, our State journal of education. It is a magazine which every teacher ought to read and help sustain,

creditable to those who conduct it, and valuable, as it must be, to every teacher who reads it.

Among our teachers we have 32 Normal graduates. It is doubtless possible for teachers to qualify themselves as well by self-education, as by education in special schools; and there are teachers who never entered a Normal School as pupils, who might be supposed to have received training in the best professional schools of the day. But the readiest and most exact means of preparation for any profession is through special schools, or technical instruction and practice. One would not presume to go into the chemical laboratory, without previous instruction or the presence of a master; nor to attempt to learn the best methods of manipulation and the cautions necessary to success or to personal safety, by independent, original experiment. Why should one enter upon the delicate and important elaborating of mind, without due preparation?

If we wish to employ in our schools only the best talent and skill that can be found, the course that would seem to prepare acceptable candidates is this: the common school course, the high school course, the college course for the young men at least; then, the Normal course entirely or partially, but so as to study the philosophy of education and the theory of teaching, and meanwhile to put in practice in our schools, under the eye of a superior teacher and of the Committee or Superintendent, the principles already learned. Such a course would secure to us a better order of teaching talent than we can hope to obtain by selecting inexperienced persons, according to the best

judgment that we might otherwise exercise. Certainly, with all the facilities for such training here in our own city, applicants may not complain, if we shall insist upon this amount of preparation at least.

As excellent as our schools are to day, there is still room for improvement; and they will improve, if we all have the single aim of raising them to the highest standard of efficiency and usefulness. That standard will be reached, not when our pupils are simply disciplined to wonderful proficiency in the branches taught,—that is, judged on the basis of how much and how accurate knowledge they have of these branches; but when, along with this knowledge, they show the grander results of having the mental powers well trained by simultaneous and normal development, to habits of strong and healthy action, and when also the moral nature has been directed and cultivated in its growth towards the true, the beautiful, and the good.

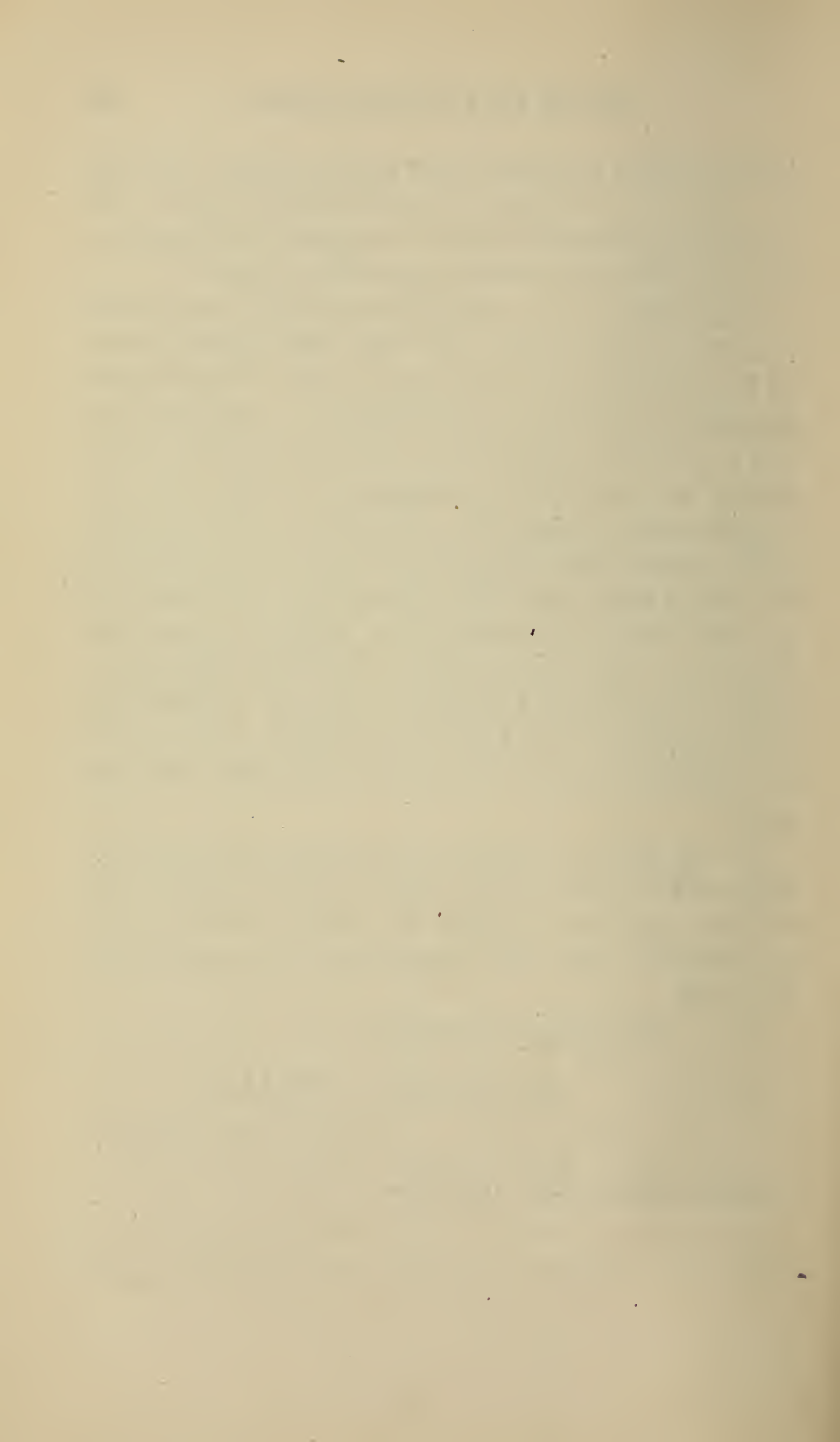
In our labor, we shall ever welcome kindly and enlightened criticism, whose object is improvement; and we shall be thrice grateful for such criticism, when accompanied with wise suggestions of a more excellent way.

Respectfully submitted,

AUGUSTUS D. SMALL,

Superintendent of Schools.

Salem, Mass., Jan. 19, 1874.



APPENDIX.

Whole number of children in city, of school age, <i>i. e.</i> , between 5 and 15 years,.....	5420
Whole number of pupils, in 1873, in public day schools, aged 5 to 15 years, (graded).....	3543
Whole number of pupils of various ages, enrolled in private or denominational schools.....	939
Whole number of pupils, of various ages, enrolled in public day schools, (graded).....	3837

	Boys.	Girls.	Total
High School, Graduates of 1873,	9	10	19
1, Seniors,	9	21	30
2, Sub-Seniors,	12	12	24
3, Ex-Juniors,	30	13	43
4, Juniors,	31	29	60
	<hr/>	<hr/>	<hr/>
Total,	91	85	176
Grammar Schools, First Class,	65	82	147
Second do	119	97	216
Third do	167	127	294
Fourth do	192	131	323
Fifth do	263	160	423
	<hr/>	<hr/>	<hr/>
Total,	806	597	1403
Primary Schools, First Class,	342	185	527
Second do	309	170	479
Third do	327	205	532
Fourth do	438	282	720
	<hr/>	<hr/>	<hr/>
Total,	1416	842	2258
Total in graded schools,	2313	1524	3837
Enrolled in Naumkeag School,	170	118	288
Total in public day schools,	2483	1642	4125

TABLE OF AVERAGES.

	No. of Rooms.	No. of Teachers.	Avr. No. Belonging.	Avr. No. Attending.	Per Ct. Attendance.	Cases of Tardiness.	Half Days Truancy.
High, (excluding graduates,)	9	6	147	145	98.6	0	6
Grammar, Bentley,	4	4	148	132	90.3	264	0
Bowditch,	11	12	471	440	93.4	1334	100†
Browne,	4	4	184	168	91.5	773	6
Phillips,	4	4	177	167	94.3	338	30
Pickering,	4	4	176	167	94.9	352	8
Total,	27	28	1156	1074	92.9	3061	144
Primary, Bentley,	4*	3	134	110	84	910	2
Boston street,	4	4	174	153	88	1489	87
Broad street,	4	4	189	159	83.5	367	12
Browne,	8†	9	380	340	89	2145	138
Dunlap street,	4	4	175	151	86	821	18
Fowler street,	4	4	189	160	89	421	29
Howard street,	4	4	170	151	87	496	4
North street,	4	4	153	126	86	466	8
Phillips,	6*	4	221	196	88.6	1519	170
Skerry street,	2	2	80	68	85	471	10
Total,	44	42	1865	1614	86.5	9105	478
Total of all,	80	76	3168	2833	89.4	12166	628

* Not all furnished. † Also, vestry. ‡ In excess of real number.

TEACHERS.

HIGH SCHOOL, BROAD STREET.

	Position.	Salary.	Date of Elect'n.	Residence.
John W. Perkins,	Master,	\$3000,	Nov., 1865,	6 Linden.
Maurice H. Richardson,	Sub-Master,	1300,	July, 1873,	33 Summer.
Susan A. Osgood,	First Asst.,	1000,	Feb., 1868,	Chelsea.
Mary J. Thayer,	Assistant,	650,	Oct., 1867,	34 Broad.
Caroline P. Graves,	Assistant,	650,	Nov., 1868,	71 Mill.
Annie C. Draper,	Assistant,	650,	Mar., 1870,	260 Essex.

GRAMMAR—BENTLEY, ESSEX STREET.

Hannah E. Choate,	Principal,	\$1000,	Apr., 1873,	23 Norman.
Mary A. Colman,	Class III,	500,	Sept., 1846,	3 Winter.
Anna Whitmore,	Class IV,	500,	Mar., 1842,	73 Bridge.
Isabel M. Emilio,	Class V,	500,	July, 1867,	27 Forres'r.

BOWDITCH, DEAN STREET.

Henry F. Woodman,	Principal,	\$1800,	Mar., 1865,	Beverly.
Margaret G. Stanley,	Class I,	800,	June, 1863,	5 Spring.
E. Josephine Roache,	Class II,	500,	July, 1870,	Danvers.
Carrie E. Welch,	Class II,	500,	Apr., 1872,	Danvers.
Kate A. Findley,	Class III,	500,	Sept., 1871,	28 Beckford.
Eunice G. Burnham,	Class III,	500,	May, 1871,	64 Summer.
Hannah E. Burke,	Class IV,	500,	Mar., 1870,	Beverly.
Ella Mills,	Class IV,	500,	Jan., 1872,	34 Broad.
Susan K. Rogers,	Cl.V, 1st div	500,		6 No. Pine.
Phebe E. Church,	Cl.V, 1st div	500,	Jan., 1874,	12 Crombie.
Mary E. Kinsman,	Cl.V, 2d div	500,	Apr., 1872,	24 Osborne.
Vessie J. Woodman,	Cl.V, 2d div	500,	Mar., 1869,	Beverly.

BROWNE, ROPES STREET.

Owen B. Stone,	Principal,	\$1800,	Sept., 1873,	1 Holly.
Adeline Roberts,	Class III,	500,	Nov., 1860,	13 Cedar.
Sarah P. Hamilton,	Class IV,	500,	Nov., 1870,	62 Summer.
Ella F. Kehew,	Class V,	500,	Mar., 1865,	5 Holly.

PHILLIPS, HERBERT STREET.

	Position.	Salary.	Date of Elect'n.	Residence.
Jacob F. Browne,	Principal,	\$1800,	— 1854,	Ipswich.
Maria T. Luscomb,	Class III,	500,	Oct., 1864,	12 Liberty.
Helen M. Carter,	Class IV,	500,	Mar., 1867,	Ives's Ct.
Mary E. Stanley,	Class V,	500,	Oct., 1864,	20 Andrew.

PICKERING, BUFFUM AND SCHOOL STREETS.

William P. Hayward,	Principal,	\$1800,	Sept., 1852,	83 Summer.
Sarah E. Cross,	Class III,	600,	Mar., 1845,	23 Summer.
Mary A. Cross,	Class IV,	500,	Mar., 1851,	13 Liberty.
Georgiana R. Kehew,	Class V,	500,	Sept., 1870,	5 Holly.

PRIMARY—BENTLEY, ESSEX STREET.

Sarah A. Brown,	Principal,	\$ 600,	Nov., 1842,	44 Forrester
Eliza G. Cogswell,	Cl. II & III	500,	Sept., 1855,	26 Federal.
Sarah E. Honeycomb,	Class IV,	500,	Oct., 1855,	7 Lemon.

BOSTON STREET.

Abby F. Nichols,	Principal,	\$ 600,	June, 1862,	146 Federal.
Sarah F. Daniels,	Class II,	500,	Sept., 1864,	Peabody.
Sarah L. Woodberry,	Class III,	500,	Oct., 1868,	Beverly.
Lucy G. Woodberry,	Class IV.	500,	Sept., 1872,	Beverly.

BROAD STREET.

Caroline Stevens,	Principal,	\$ 600,	Jan., 1848,	20 Winthr'p
Kate C. Innis,	Class II,	500,	Jan., 1867,	58 Federal.
Emily A. Glover,	Class III,	500,	Oct., 1864,	15 Hathorne
Kate E. Batchelder,	Class IV,	500,	Oct., 1872,	9 Gardner.

BROWNE, ROPES STREET.

Harriet M. Tyler,	Principal,	\$ 600,	Sept., 1857,	7 Cherry.
Matilda Pollock,	Cl. I, 2d div,	500,	Nov., 1864,	10 Winthr'p
Abby A. Grant,	Class II,	500,	Jan., 1870,	6 Andrew.
Emma A. Graves,	Class II,	500,	May, 1870,	71 Mill.
Sarah E. Towne,	Class III,	500,	Nov., 1871,	1 Lagrange.
Susan M. Glover,	Class III,	500,	Oct., 1871,	46 Endicott
Eva Davis,	Class IV,	500,	Sept., 1872,	199 Bridge.
Harriet M. Stetson,	Class IV,	500,	Apr., 1873,	59 Barr.
Harriet P. Gill,	Class IV,	500,	Sept., 1873,	9 Gardner.

DUNLAP STREET.

	Position.	Salary.	Date of Elect'n.	Residence.
Anstiss P. Stevens,	Principal,	\$ 600,	July, 1868,	76 Summer.
Julia M. Mann,	Class II,	500,	Apr., 1869,	11 Green.
Eliza J. Murphy,	Class III,	500,	Jan., 1874,	10 Orne.
Sarah N. Littlefield,	Class IV,	500,	Sept., 1873,	113 North.

FOWLER STREET.

Mary J. Pickering,	Principal,	\$ 600,	Sept., 1868,	17 Cedar.
Eliza I. Phelps,	Class II,	500,	Apr., 1864,	58 Federal.
Lucy E. Adams,	Class III,	500,	Mar., 1870,	47 Endicott
Mary F. Hancock,	Class IV,	500,	Apr., 1872,	5 Osborne.

HOWARD STREET.

R. Anna Harris,	Principal,	\$ 600,	June, 1859,	15 Federal.
Georgiana Lewis,	Class II,	500,	Oct., 1867,	4 Porter.
Margaret M. Haskell,	Class III,	500,	Jan., 1866,	44 Forrester
Emily F. Hubon,	Class IV,	500,	Feb., 1873,	52 Wash'n.

NORTH STREET.

Maria Cushing,	Principal,	\$ 600,	Mar., 1847,	83 Summer.
Elizabeth C. Russell,	Class II,	500,	Sept., 1854,	19 Brown.
Emily S. Phelps,	Class III,	500,	Mar., 1870,	4 Lynde.
Lucy A. Smith,	Class IV,	500,	June, 1858,	3 Howard.

PHILLIPS, ESSEX STREET.

Helen A. White,	Principal,	\$ 600,	Sept., 1865,	8 Williams
L. Augusta Hill,	Class II,	500,	Dec., 1864,	20 Walter.
Annie S. Hill,	Class III,	500,	Jan., 1866,	20 Walter.
Ardelle Allard,	Class IV,	500,	Dec., 1873,	12 Harris.

SKERRY STREET.

Caroline P. Dalton,	Principal,	\$ 600,	Jan., 1855,	55 Forrester
H. Augusta Moulton,	Cl. III & IV	500,	Apr., 1866,	105 Federal.

NAUMKEAG, (Special) LAFAYETTE AND WASHINGTON STS.

Margaret A. Dunn,	Principal,	\$ 900,	Mar., 1856,	5 Holly.
-------------------	------------	---------	-------------	----------

APPENDIX.

SPECIAL INSTRUCTORS.

	Position.	Salary.	Date of Elect'n.	Residence.
Seth C. Bennett,	Music,	\$1600,		24 $\frac{1}{2}$ Brown.
Caroline West,	Drawing,	600,		6 Ives's Ct.

DRAWING SCHOOLS.

	Specialty.
J. Warren Thyng,	Freehand.
Henry S. Fisk,	Freehand.
Albert K. Mansfield,	Mechanical.
James H. Morse,	Mechanical.

EVENING SCHOOLS.

Class of Pupils.

Margaret A. Dunn,	Boys.
Harriet E. Carlton,	Boys.
Helen A. White,	Girls.
Ella L. Manning,	Girls.

TRUANT OFFICER.

	Residence.
John W. Libbey,	35 Winthrop.

JANITORS.

	Salary.	
Frederic H. Hunt,	\$500	23 Hardy.
Joseph R. Hamilton	700	34 Mill.
Robert Teague,	275	15 Walter.
George A. Gray,	450	— Cedar.
Joseph H. Torr,	150	17 Creek.
David Prescott,	125	24 Aborn.
Samuel H. Larrabee,	170	15 Lynde.
John S. Wardwell, Jr.,	300	12 Mt. Vernon.

BOARD OF SCHOOL COMMITTEE, 1874.

WILLIAM COGSWELL, Mayor, Chairman ex-officio.

WILLIAM M. HILL, President of the Common Council, member
ex-officio.

WARD ONE.

Term expires 1875.

Charles S. Osgood,
224 Derby.

Term expires 1876.

William H. Jelly,
73 Essex.

Term expires 1877.

Henry J. Pratt,
4 Liberty.

WARD TWO.

Oliver Carlton,
78 Bridge.

Amos H. Johnson,
26 Winter.

Stephen B. Ives, Jr.,
24 Brown.

WARD THREE.

Edwin C. Bolles,
8 Chestnut.

Nathan R. Morse,
21 Washington.

John C. Osgood,
5 Barton Square.

WARD FOUR.

George Batchelor,
25 Linden.

Daniel B. Hagar,
26 Lynde.

Rufus B. Gifford,
11 Dean.

WARD FIVE.

George F. Choate,
13 Roslyn.

Solomon Lincoln, Jr.,
3 Gardner.

George Chase,
85 Lafayette.

WARD SIX.

Joseph Osgood,
Osborne Hill.

George B. Melcher,
44 Buffum.

Charles A. Ropes,
foot of Dearborn.

AUGUSTUS D. SMALL, Superintendent of Schools.

HENRY M. MEEK, Secretary of the Board.

WILLIAM MANSFIELD, Messenger.

Executive Committee.

Mayor Cogswell, President Hill, and Messrs. Hagar, Choate and Carlton.

First Visiting Committee—High School.

Daniel B. Hagar, Chairman.

Stephen B. Ives, Jr.,

Edwin C. Bolles.

Second Visiting Committee Grammar Schools.

George F. Choate, Chairman, Special Com. on Holly St. School.

Amos H. Johnson, " " Bowditch.

Solomon Lincoln, Jr., " " Pickering.

John C. Osgood, " " Bentley.

Henry J. Pratt, " " Phillips.

Third Visiting Committee—Primary Schools.

Oliver Carlton, Chairman, Special Committee on Phillips School.

George Batchelor, " " Browne and Holly St.

George Chase, " " Broad St.

Rufus B. Gifford, " " Boston St.

William H. Jelly, " " Howard St.

George B. Melcher, " " Dunlap St.

Nathan R. Morse, " " Skerry St.

Charles S. Osgood, " " Bentley

Joseph Osgood, " " Fowler St.

Charles A. Ropes, " " North St.

Committee on Auxiliary Schools.

George F. Choate,

Nathan R. Morse,

George B. Melcher.

Committee on Evening Schools.

Oliver Carlton,

George Chase,

William H. Jelly.

Committee on Music.

Daniel B. Hagar,

George Batchelor,

Rufus B. Gifford.

Committee on Drawing.

George F. Choate,

Daniel B. Hagar,

John C. Osgood.

379.744
Sa 3
1875

City school report



UNIVERSITY OF ILLINOIS

JUN 30 1969

LIBRARY

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



DECEMBER, 1875.

SALEM, MASS.

SALEM PRESS, CORNER OF LIBERTY AND DERBY STREETS.

1876.

UNIVERSITY OF ILLINOIS

LIBRARY

CHAMPAIGN

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF SALEM.



DECEMBER, 1875.

SALEM, MASS.

SALEM PRESS, CORNER OF LIBERTY AND DERBY STREETS.

1876.

379.74
\$16
1875

IN SCHOOL COMMITTEE, }
Salem, Dec. 20, 1875. }

Ordered, That the Reports of the several Standing Sub-Committees and of the Superintendent be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same, or extracts from the same, in accordance with the rules and regulations, be printed under the direction of the Executive Committee for the use of the inhabitants of the City, as required by the law of the Commonwealth.

ATTEST,

HENRY M. MEEK, Secretary.

BOARD OF SCHOOL COMMITTEE, 1875.

HENRY L. WILLIAMS, Mayor, Chairman ex-officio.

GEORGE W. WILLIAMS, President of the Common Council, member ex-officio.

WARD ONE.

Term expires 1876.
William H. Jelly,
73 Essex.

Term expires 1877.
Henry J. Pratt,
4 Liberty.

Term expires 1878.
Edward Fitzgerald,
17 Charter.

WARD TWO.

Amos H. Johnson,
26 Winter.

Stephen B. Ives, Jr.,
24 Brown.

Samuel G. Jones,
16 Howard.

WARD THREE.

Nathan R. Morse,
21 Washington.

John C. Osgood,
5 Barton Square.

John Preston,
1 Mount Vernon.

WARD FOUR.

Daniel B. Hagar,
26 Lynde.

Rufus B. Gifford,
11 Dean.

James Donaldson,
172 Federal.

WARD FIVE.

Solomon Lincoln, Jr.,
3 Gardner.

George Chase,
85 Lafayette.

Nath'l B. Perkins, Jr.,
2 Cherry.

WARD SIX.

George B. Melcher,
44 Buffum.

Charles A. Ropes,
foot of Dearborn.

David P. Carpenter,
17 Dearborn.

AUGUSTUS D. SMALL, Superintendent of Schools.

HENRY M. MEEK, Secretary of the Board.

WILLIAM MANSFIELD, Messenger.

BOARD OF SCHOOL COMMITTEE.

Executive Committee.

Mayor Williams, President Williams, and Messrs. Hagar, Ropes, and Osgood.

First Visiting Committee—High School.

Stephen B. Ives, Jr., Chairman,

Daniel B. Hagar, Amos H. Johnson.

Second Visiting Committee—Grammar Schools.

Charles A. Ropes, Chairman, Special Committee on Pickering School.

James Donaldson, " " Bentley "

Rufus B. Gifford, " " Bowditch "

Solomon Lincoln, Jr., " " Holly-street "

Henry J. Pratt, " " Phillips "

Third Visiting Committee—Primary Schools.

John C. Osgood, Chairman, Special Committee on Bentley School.

John Preston, " " Boston-street "

Daniel B. Hagar, " " Broad-street "

George Chase, " " Browne "

George B. Melcher, " " Dunlap-street "

David P. Carpenter, " " Fowler-street "

Nathaniel B. Perkins, Jr., " " Holly-street "

William H. Jelly, " " Howard-street "

Nathan R. Morse, " " North-street "

Edward Fitzgerald, " " Phillips "

Samuel G. Jones, " " Skerry-street "

Committee on Naumkeag School.

Charles A. Ropes, Chairman,

Nathan R. Morse, Edward Fitzgerald.

Committee on Evening Schools.

Amos H. Johnson, Chairman,

George Chase, William H. Jelly.

Committee on Music.

Daniel B. Hagar, Chairman,

Rufus B. Gifford, Samuel G. Jones.

Committee on Drawing.

Rufus B. Gifford, Chairman,

Henry J. Pratt, Nathaniel B. Perkins.

REPORT OF EXECUTIVE COMMITTEE.

CITY OF SALEM,

Dec. 20, 1875.

To the School Committee:—

THE Executive Committee beg leave to submit the following Annual Report of the Expenditures and Receipts of the School Department for the fiscal year ending Nov. 30, 1875.

Expenditures.

SALARIES.

SUPERINTENDENT	\$ 2,623 99
TEACHER IN MUSIC	1,680 00
TEACHERS IN DRAWING (Evening School) .	1,469 25
TEACHER IN DRAWING (Day School) . .	654 00
HIGH SCHOOL	8,508 06

GRAMMAR SCHOOLS:

Bentley	\$2,663 00
Phillips	3,651 02
Bowditch	7,246 96
Pickering	3,570 00
Holly-street	4,140 00
	<hr/> 21,270 98

PRIMARY SCHOOLS:

Holly-street	1,680 00
Browne 1st	2,205 00
Browne 2nd	2,204 34

Amounts carried forward, \$6,089 34 \$36,206 28

<i>Amounts brought forward,</i>		\$6,089 34	\$36,206 28
Broad-street	\$2,205 00		
Bentley	1,956 39		
Bridge-street	1,432 00		
Boston-street	2,205 00		
Fowler-street	2,726 37		
Dunlap-street	2,205 00		
North-street	2,205 00		
Phillips	2,205 00		
Howard-street	2,205 00		
	<hr/>	25,434 10	
Naumkeag		900 00	
Evening		1,017 33	
		<hr/>	
Total salaries		\$63,557 71	

REPAIRS ON HOUSES.

Carpenters	\$1,854 90		
Masons	548 30		
Painters and Glaziers	1,246 90		
Hardware	173 67		
Iron Work	547 58		
Gas Fitting and Plumbing	541 42		
Concrete Walks	1,143 00		
Slating	103 86		
Miscellaneous	105 74		
	<hr/>		
Total amount repairs		6,265 37	
		<hr/>	
<i>Amount carried forward,</i>		\$69,823 08	

GENERAL EXPENSES.

<i>Amount brought forward,</i>	\$69,823 08
Fuel	\$5,893 02
Stoves and Furnaces	881 45
Rents	222 50
Furniture	811 46
Books, Stationery and Binding	2,493 09
Printing and Advertising	1,236 46
Teaming	167 29
Janitors	3,207 80
Truant Officers	601 67
Use of Mechanic Hall	165 00
Gas	271 80
Brushes, etc.	188 14
Taking Census of School Children	390 94
Water	138 00
Upton's Orchestra	82 50
Mats, etc.	108 43
Miscellaneous	511 13
	<hr/>
Total general expenses	17,370 68
	<hr/>
Total expenditures, 1875	\$87,193 76

Receipts.

Dog Tax, received from County	\$1,653 98
Non-resident Pupils	150 00
Articles sold	1 50
	<hr/>
<i>Amount carried forward</i>	\$1,805 48

8 REPORT OF EXECUTIVE COMMITTEE.

<i>Amount brought forward</i>	\$1,805 48	
Income of Browne Fund (1 year)	200 00	
Income of Andrew " "	85 50	
	<hr/>	2,090 98
		<hr/>
Total Expenditures . . .	\$87,193 76	
Total Receipts	2,090 98	
	<hr/>	
Net Expenditures for 1875	\$85,102 78	

All of which is respectfully submitted,

For the Committee,

HENRY L. WILLIAMS, *Chairman.*

REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

THE First Visiting Committee submit the following as their Annual Report in regard to the condition of the High School.

The number of pupils in the school is larger than it has contained for many years. The detailed statement of the numbers, comprising the respective classes, will be found in the Superintendent's report.

The only changes in the corps of teachers during the year are the following, viz. : Miss Currier, who was detained from her labors by sickness during a considerable part of the summer, resigned her position, and was succeeded by Miss Mary L. Chapman of this city, a graduate of the school.

The extraordinary and unprecedented number of pupils entering the Junior Class at the commencement of the year, made it necessary for the Committee to ask the Board for permission to employ an additional Assistant Teacher, and Miss Martha A. Smith was elected to the position thus created.

All of the other teachers in the school, Mr. Perkins the Master, Mr. Goodrich the Sub-Master, and Misses

Osgood, Thayer, Graves and Draper, remain in the positions which they have occupied for several years past, and are again entitled to the commendation due to earnest, zealous, patient and successful labors.

Generally speaking, it may be said of the School, during the past year, that it has been prosperous and successful in its work, and that it is now, as it has been for many years past, deserving of praise, as well as of sympathy and encouragement.

But the undersigned cannot fail, while speaking in terms of deserved commendation of the management of the School, to call the especial attention of the Board, and of that Board to which the control of the schools of the city is about to be committed, to the recent modification in the rules regulating the admission of pupils, which have failed, in their practical working, to bring about the beneficial results which were anticipated from them.

Previous to the year 1874, admission to the High School was always obtained, after an examination in the studies of the Grammar Schools, conducted under the direction of the First Visiting Committee, and the teachers of the High School. In 1874, by vote of this Board, and, it must be confessed, with the full concurrence of the undersigned, the regulations were so amended, that graduates of the Grammar Schools, who had obtained diplomas, and who had, in the judgment of the teachers of the Grammar Schools and of the Superintendent, attained a sufficient rank in their studies, might be admitted to the High School upon probation.

Under this system, the classes entering the High School suddenly increased in numbers, and at the commencement of the present year, a Junior Class of more than a hundred were admitted to the School. The class of 1874 was somewhat smaller than this, although larger than any of its predecessors.

In each case, every pupil who was admitted to the School was distinctly informed by the very terms of the certificate given him or her at the time, that such admission was *conditional*, and upon a probation which should continue for three months. And in any case it was distinctly stated that, in order to entitle him to admission to full standing, it would be necessary for him to attain at least sixty-six per cent. of the maximum of marks, upon the general average of all the studies pursued by the class.

In 1874, the new system was considered, and perhaps properly, as somewhat experimental, and the Committee were unwilling to enforce the conditions with too great strictness; and although they thought that they then saw, that these conditions were essential to the welfare of the School, and that they were equally important and salutary for those who would apparently suffer by them, they nevertheless refrained from the ungracious and unpleasant task of a rigorous enforcement.

But in the present year, the anticipations suggested by the experience of 1874 were unpleasantly realized. It has become apparent that the system of admission, which is now recognized by the regulations, is bringing into the School a considerable number of pupils who are not

fairly qualified to pursue the studies there taught, with profit to themselves, or without detriment to the School.

At the end of the three months during which the Junior Class were upon probation, under the rules, the Committee caused a report of the standing and marks of the several members to be submitted to them. And they were most painfully affected when they found that no less than twenty-three pupils were subject to the penalty of remission to the Grammar Schools. After very long and serious deliberation upon the matter, with an earnest desire to give every opportunity to such of the delinquents as could possibly be benefited by it, to retain their position, they determined that such only of the number as had failed to attain sixty per cent. of the maximum (instead of sixty-six), should be at once informed that they could not be retained longer in the School. This list comprised eleven pupils. The other twelve have been allowed another opportunity to make an effort to improve their standing.

This result has not been reached without difficulty, but it has satisfied the Committee that one of two things should be done, viz.: that we should return at once to the former system, or that it should be fully and distinctly understood that the rule in regard to probation was to be strictly and literally enforced, and that no pupil, admitted without examination, should be permitted to remain a single day in the School, after it had been made to appear by three months trial, that he was either not qualified to receive the benefit of its instruction, or not will-

ing to make the necessary efforts to maintain a proper rank in his class.

With the difficulties attending the latter alternative, this Committee have become painfully impressed. No matter how distinctly the conditions of admission may be stated, it is undeniable that, in many cases, it is almost impossible to cause them to be fully appreciated. There is, to one who will carefully observe it, a clear distinction between a return to the Grammar School, because trial and experience has demonstrated that a pupil is not properly qualified for a profitable use of the High School, and a dismissal from the High School as ordinarily understood. But it is difficult, sometimes strangely difficult, to bring this distinction home to the minds of pupils or parents.

The Committee felt bound to say to these eleven pupils that they ought to spend a longer time in the Grammar Schools, solely because it was demonstrated, both that it was doing them no good to remain in the High School, and that it was doing great harm to the High School.

It does not need argument to show that it is no benefit, in the proper sense of the word, to a boy or girl, merely to be able to say that he or she attends the High School, if as a matter of fact, the previous training has been such or so imperfect, that all the instruction there given is simply wasted. Such pupils do no good to themselves, and only retard the general prosperity and progress of their companions and schoolmates.

The reasons which caused so large a number of im-

properly qualified pupils to be sent to the School, are perhaps manifold and various. We think we can appreciate some of them. Possibly some of them are capable of being obviated: probably some of them will always operate.

But the conclusion to which the Committee have reluctantly been forced is that the present method of admission should be abandoned, and the former method restored. And they commend the subject to the careful consideration of their successors.

STEPHEN B. IVES, Jr.,

D. B. HAGAR,

A. H. JOHNSON.

REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

THE Second Visiting Committee, in presenting their annual report, would impress upon the Board the existing peace which has prevailed during the year in our Grammar Schools. Not a vexed question of any note has disturbed them, and we may hope they are doing a good work in the education of the youth of both sexes, notwithstanding the seeming indifference of parents; and here, we would urge upon them, is the chief neglect of our school system. Parents who cannot leave their daily labor may be excused from visiting the schools where their children are laying the foundation of their future usefulness and happiness, but many there are, who having abundant time, yet seem to think that children in school are beyond their interest, and wholly in the charge of teachers. To them we speak, and urge upon them the need of their coöperation with teachers, by visiting the school-room at times, as a proof of their interest in the education of their children, and if only to become acquainted with the daily routine and discipline of school life; but more, much more, to assure the teachers of their appreciation of their labors, and we venture the opinion

that many will be impressed with the unwearied watchfulness and patience needed by teachers in the school-room. Many may think this a call of ceremony, and distrust its good effect upon teacher and scholars, but we urge no ceremonial calls should be made, but with an earnest interest in the vital question of life, an education for our children, and with this in view only, there can be no doubt of its beneficial effect upon our schools.

We are gratified to be able to report to the Board the continued, though slight, improvement in attendance, and would refer to the Superintendent's report to confirm this, in the lessened number of absences and tardiness. In some measure, good scholars feel that this is a fault of character, and with very few is there no disgrace in truancy now. The amended course of study has been adhered to by the teachers as faithfully as possible, but some of us doubt if many can more than aim for the prescribed studies in the time laid down; and to feel unable to perform that which is expected of us is too often deemed a failure in life; under continued pressure teachers are compelled to neglect those dull scholars, who most of all need their help, and who, once falling behind their class, are ever after pursuing that which is always beyond their grasp in future school life.

We are glad to report lessening number of cases of corporal punishment, believing that the successful teacher is happiest when exempt from the need of its use and only holding it in reserve.

We would respectfully urge upon the Board that the

semi-annual promotion of scholars is of doubtful benefit to them, and has a tendency to injure the standing of the schools; by promoting the bright scholars, dull ones are discouraged, thereby lowering the average standard.— Were this not attempted, all would get a more thorough education in the grammar schools, and we think classes entering the High School, yearly, would be much better prepared, and fewer failures occur.

We would suggest to the Board, that as a means of creating more interest on the part of parents in our schools, some plan be adopted whereby we may have an Anniversary week of examinations yearly, at such time as would least interfere with the usual work and promotions to other schools.

With the yearly interest and improvement in the exhibition of drawing, we would recommend an exhibition of writing books at the same time, believing it would be beneficial.

For all statistics and other information, we would respectfully refer to the Superintendent's Report.

Submitted for the Committee,

CHARLES A. ROPES, *Chairman*.

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

THE Third Visiting Committee, in making their present report, are happy to be able to state their belief that the progress and condition of the primary schools, especially assigned to their care, are as a whole very satisfactory.

In some of the schools, particularly, are pupils very proficient in their mental arithmetic, following their teachers through exercises in addition, multiplication, subtraction and division, changing rapidly and holding the result, answering with remarkable correctness and promptness. This is very noticeable in some schools, and worthy the emulation of all. Parents will do well to visit the schools when this exercise is in progress, and see the interest taken by the children, the sparkle in their eyes as their busy brains work out results, and their satisfaction at finding them correct.

Several changes have taken place in the corps of teachers during the year, and though we are sorry to part with old and tried teachers who had gained the affections of the pupils (so very important in these younger classes), yet their places have been very satisfactorily filled by those now at work.

The addition of one room each to the Bentley and Skerry-street schools is giving better results than could be obtained with the crowded rooms before endured ; and the new school building for the latter, soon to be occupied, will supply a long-felt want and bring the whole school under one roof to its great advantage.

The advance in drawing, and especially writing, is very noticeable, the two seem to go hand in hand, the latter made easier and better performed as the interest increases in the former.

For the Committee,

JOHN C. OSGOOD, *Chairman.*

REPORT OF COMMITTEE ON NAUMKEAG SCHOOL.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

THE Committee of the Naumkeag School cannot report any change in its condition. This school, made up of such peculiar and changing material, can scarcely be compared with other schools. Under its very capable teacher, who is unwearied in her interest in the little ones under her charge, we are impressed, when visiting the school, that it requires peculiar management and tact, that its teacher recognizes this fully, and is doing a good work in the cause of education, leaving her impress on the minds of many who have never known an hour of school life before.

At the commencement of the present school year, its numbers run down very low, but were soon replenished from the mill through the efforts of our Superintendent, assisted by the Management of the Naumkeag Mill. During the vacation, the school-room was much improved by painting and repairs long needed. In closing, we feel that we are justified in saying that no school in our city is doing a better work in laying the foundations of an education for the young.

For other information and all statistics, we would refer to the Superintendent's report.

For the Committee,

CHARLES A. ROPES, *Chairman.*

REPORT ON EVENING SCHOOLS.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

YOUR Committee report with pleasure the increasing usefulness of our Evening Schools.

At the time of the last annual report, these schools had been open for a fortnight of the term for 1874 and 1875, having commenced December 7, 1874. They closed for that season April 5, 1875, having held eighty-one sessions. The number registered in the girls' school was eighty-three, with an average attendance of forty. The number registered in the boys' school was one hundred and twenty-eight, with an average attendance of forty-four.

The smallness of the average attendance, when compared with the whole number enrolled, which is here noticeable, is due in part to the fact, that many were allured from the school by the pleasures of the Christmas holidays; while a still larger number withdrew during the last six weeks of the term, in order to attend the religious services of Lent. The average attendance, during the time when the schools were comparatively undisturbed by outside attractions or duties, was seventy-five for the boys' and fifty for the girls' school.

To remove the schools from the distracting influences

of Lent, it was suggested by our Superintendent that the term begin and end a month earlier. Accordingly an order, adopted by this Board, provides that these schools shall open upon the first Monday in November and close upon the first Monday in March. In conformity with this regulation, the Boys' and Girls' Evening Schools began on the first Monday of last month, and have been in session seven weeks.

The whole number enrolled in the boys' school is one hundred and seventy, with an average attendance of eighty-three, or, with one or two evenings excepted, ninety-six. The whole number enrolled in the girls' school is one hundred and five, with an average attendance of fifty-seven.

This membership presents for instruction a remarkable variety of persons. Their ages vary from ten to thirty-five years. They are of different nationalities: Irish, French, Germans, Danes, Swedes and Chinese, as well as English and Americans. Some need instruction in the simplest rudiments of learning, while others are prepared to be taught in the higher studies. Their needs and their requirements are so diverse that but few of them can be taught in classes. The larger number need direct personal attention. Last year when the average attendance was much smaller than it is at present, your Special Committee urged "that it was absolutely necessary to appoint a larger number of teachers in order to adequately accomplish the purposes of these schools." In this opinion this Board has concurred, and has authorized the appointment of additional teachers.

Accordingly, in the boys' school, together with Miss Helen A. White, Miss Mary L. Manning, and Miss Frances A. Drew, who taught this school last winter, we have associated six new teachers, viz. : Martha A. Patterson, Carrie E. Goodridge, Julietta M. Averill, Hattie L. Smith, Caroline N. Tarr, and Mary A. Smith. In the girls' school we have increased the number of teachers from two to four. Of the two teachers who served us in this school last year, Miss Margaret A. Dunn, we are pleased to say, still remains as principal; Miss Harriet Carlton, who very acceptably assisted Miss Dunn, has been appointed a teacher in the Bowditch School. Instead of one, as last year, Miss Dunn has now three assistants, whose names are as follows: Jane M. Gray, Elizabeth H. Tuttle, Lizzie E. Farmer.

To meet the expense of this large increase of the corps of teachers, a considerable reduction of some of the former salaries has been made. Last year we paid each of the two principals fifty dollars per month, each of the two first assistants forty dollars per month, and one second assistant in the boys' school thirty dollars per month. Total, two hundred and ten dollars. This year the salaries of the two principals remain the same. Two of the older assistant teachers receive *twenty* instead of forty dollars, and the remaining nine assistant teachers receive *but fifteen* per month. Total amount of salaries for this year, two hundred and seventy-five dollars per month.

You will notice that we have thus secured the services of *eight* additional teachers, with an increase of only

sixty-five dollars in the monthly expenditures for instruction.

Your Committee did not think it best to advise a reduction of the salaries of the principals, for not only are they persons remarkably well qualified for their positions, but upon them devolve the general supervision, arrangement and discipline of their schools, and the keeping of the records. The reduction of the salaries of the first assistants was not proposed because of any discovered inferiority or unfaithfulness in these teachers. They were worthy of even more than they had been receiving. But to avoid a large increase in the expenses of these schools, it was thought best to accept the services of recent graduates from our High and Normal Schools who were anxious to gain some experience in teaching, and who, for this reason, would be content with a very moderate compensation. In this plan, the older assistants, whose salaries were reduced, have nobly concurred, and remained at their posts.

The new teachers have been employed with the definite proviso that their term of service shall cease whenever a diminution in the attendance upon the school shall make it unnecessary to retain them.

In attempting to light a third room in the Phillips school-house for the boys, it was found that the supply from the main gas-pipe, on Essex street, was through a pipe originally intended to furnish gas for one room only, namely, the ward-room in the basement. The amount of gas furnished by this pipe gave a very insufficient and

trying light. With the approval of your executive committee a new pipe of sufficient calibre was attached to the gas main on Forrester street. Some argand burners, already the property of the city, were substituted for the flickering, fan-shaped lights, so that these rooms are now very pleasantly lighted.

It will give one a new appreciation of the value of the ampler educational privileges offered by our Grammar and High Schools to the children of our city, to look in some evening and observe the intent and painstaking eagerness and zest with which the scholars in these rooms apply themselves to their studies. In a report furnished last May to your Special Committee by the Superintendent, he narrates that: "In the boys' school were a father and his two sons. The sons had attended our grammar schools and were far in advance of their father; but he was a model of diligence. 'Being out of work,' says Miss White, 'he asked for permission to take his writing book and reader home, that he might improve the day.'"

To open opportunities for education to such persons, whose misfortunes or adversities have withheld them from using the means of knowledge furnished by our day schools, is one of the most pleasurable exercises of our official powers. The extensive and grateful use of these schools by the class for which they were intended, not only encourages us to continue them, but indicates how urgent is the duty to provide for these persons additional educational helps, as their increasing numbers and needs may demand. The incoming Board will probably find

themselves impelled to provide additional rooms for those who wish to enter the girls' school.

I take pleasure in acknowledging that the prosperity and efficiency of these schools is largely due to the watchful supervision of our Superintendent. It is through his suggestions that they are conducted with great economy, and are made to yield to the city a large amount of instruction for a very moderate outlay, and to furnish a training school for teachers.

Further statistics and information concerning these schools may be found in the report of the Superintendent.

Respectfully submitted,

A. H. JOHNSON.

REPORT OF COMMITTEE ON DRAWING.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

THE Committee on Drawing would respectfully report that the Free-hand School commenced its work under the charge of Mr. J. Warren Thyng as principal, Miss Ada L. Cone and Miss Myra S. Derby as assistants, on the 19th of November, with a larger number of pupils than in any previous year, and has continued with unabated interest and success.

The pupils are divided into classes, according to ability, and according to the practical application the student wishes to make of the instruction given.

One class pursues free-hand outline drawing from flat copies, the figures including simple and compound curves, adapted to train the hand and eye in unison; this knowledge and experience is of value in every department of industry.

Quite a large class is studying perspective, and are taught the principles of perspective, and geometrical drawing and the practical application of the same.

Another class, including the more advanced students, occupy the Art-room, which has been furnished with suitable desks, stools and other furniture for convenience.

Solid models, casts and flat copies are furnished, from which the theory of light, shade and shadow is taught, and the student's work is founded upon a knowledge of these elements.

The work of the designing class consists in the invention of new combinations of geometrical figures, the ornamental treatment of plant forms, a knowledge of the harmonious relations of colors, ornamental and applied designs, for the numerous purposes for which designs are needed. It is intended to make a prominent feature of this branch of industrial art.

The Mechanical School, opened on the 21st of November under the charge of Mr. Wm. D. Dennis as principal, and Mr. Roger Tappan, assistant: one class of beginners pursuing the study of geometrical drawing and projection; the more advanced class, building construction and architecture.

The annual exhibition of drawings was held in the High School building on the 21st and 22nd days of June, with excellent success and, we believe, with profit. The feature of giving awards of "excellent" and "honorable mention" was adopted, and we hope it will prove an incentive to higher attainments in the future.

For details of work in the several schools in the city, we refer to the report of the Superintendent.

RUFUS B. GIFFORD,

HENRY J. PRATT,

N. B. PERKINS, JR.,

Standing Committee on Drawing.

REPORT OF STANDING COMMITTEE ON MUSIC.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1875.

THE Standing Committee on Music submit the following Report : —

The study of vocal music is pursued in all the public schools of Salem with steadily increasing interest and success. Under the skilful direction of Mr. S. C. Bennett, Supervisor of Music, systematic and thorough instruction has been given to every class in the schools. This instruction has been carefully adapted to the vocal powers and the mental abilities of the successive grades of scholars.

Especial attention is invited to the marked improvement which has been made in the quality of the tones produced by the pupils. The teacher has aimed to secure smoothness, purity and fulness of tone, even among the youngest children, and with notable success. A good quality, combined with an ample quantity, of voice, is the manifest result.

The Sixth Musical Festival of the High and Grammar Schools of Salem was held at Mechanic Hall, on Wednesday, June 9, of the current year. So general was the public demand for an opportunity to attend the festival,

that the exercises were given in the evening as well as in the afternoon, and on both occasions the hall was filled to its entire capacity by an interested and gratified audience. The musical selections then presented were mostly of a high order, having been taken from such eminent writers as Mendelssohn, Mercadante, Flotow, Lambilotte, Hatton, Barnby and Nageli. The rendering of the several selections was distinguished by remarkable promptness and precision, and showed an improvement on former occasions in respect to delicacy and appropriateness of expression. The exhibition, as a whole, afforded gratifying evidence of the growing success which attends the musical instruction in our schools.

The Committee do not deem it necessary to report what has been presented in former reports in support of the claims of vocal music as a useful and important branch of study. Mentally, morally, and physically, music properly taught and practised in our schools, cannot fail to prove an abundant source of good.

The Committee, therefore, earnestly commend to the School Board the continued and liberal support of the department of music in the public schools of Salem.

D. B. HAGAR,
RUFUS B. GIFFORD,
SAMUEL G. JONES.

Standing Committee on Music.

REPORT OF THE SUPERINTENDENT.

To the School Committee of Salem.

GENTLEMEN :—In compliance with the rules of this Board, I beg leave to submit this, my Third Annual Report. It is also the ninth Annual Report of a Superintendent of the Schools of Salem.

The rule which calls for this report gives an outline of its subject-matter. The Superintendent "shall prepare and present to the Board" at this time "a general report of his labors for the year then closing, accompanied with such statistical tables, and such suggestions in regard to the efficiency and usefulness of the schools, as may seem advisable."

The labors of the Superintendent, as prescribed by your rules, may be stated in the following summary: to attend the meetings of the Board or of Committees; to examine and certify new teachers; to keep office hours for consultations; to attend to repairs and supplies; to supply all necessary printed forms; to supervise the examination, promotion, and transfer of pupils, and aim to secure regular attendance at school; to confer and advise with teachers, and promote their efficiency; to inspect the schools; and to study school systems and the general progress of education. —

A REVIEW OF THE PAST.

This is an appropriate occasion to review the past, and to observe from what origin and after what manner of growth our school system comes. Such a review gives us a better appreciation of our inheritance, and it constrains us to regard that inheritance, rather as a trust committed to us, than as a possession of our own, unless we shall equal the inspired devotion of those who here planted free schools and liberty. It teaches us, by the successes it marks and the errors it discovers, the principles of true progress; and it helps us to a more intelligent apprehension of what we should do.

As our forefathers cleared away the forests for the home of freedom, they realized full well that education must be the foundation of its dwelling. The family habitation and the instruction of their children were their first and second care. No sooner is the settlement organized as a body politic, than provision is made for the establishment of a school. Salem was settled in 1626. In 1628, the leaders are advised to endeavor to get some Indian children "to train up to reading and consequently to religion." In 1637, the Rev. John Fisk comes to town and opens a school, which was perhaps the first "free school" in Massachusetts. In 1640, the election of Edward Norris to teach school is recorded.

Boston is said to vie with Salem for the honor of first establishing "free schools" in the Commonwealth. Her claim is based upon a *petition* for a school, which petition

bears date of 1636 ; but the first record concerning schools in Boston was made in 1642.

History gives to Virginia the honor of instituting, in 1621, the first "free school" in America ; yet in 1671, when Salem's second teacher, young Norris, had grown old in the service and retired upon an annuity of £10 a year, the Governor of Virginia declares : "I thank God there are no free schools, nor printing ; and I hope we shall not have them these hundred years."

The "free school" of 1637 and 1640 was one to which any parent or guardian might send his children, and in which they would be educated, partly or wholly at the public expense, according to the parent's degree of inability to pay.

In 1642, the General Court passed a law requiring the selectmen of every town to "have a vigilant eye" to see that no master of a family neglected the education of his children and apprentices. Thus early was obligatory education inaugurated in the Commonwealth ; and the argument for this action was what we still urge as the ground of compulsory enactment : 1. "The good education of children is of singular behoof and benefit to any Commonwealth ;" and 2. "Many parents and masters are too indulgent." The earnest spirit in which this law was executed appears in the following notice of December, 1673 : "As five men neglected to have their children instructed and brought up to some useful calling, our selectmen advertised that such children would be put out to service." Compulsory education did not seem in those days antagonistic to personal liberty.

In 1647, every township of fifty householders was required to employ some one to teach all such children, as should resort to him, reading and writing; his wages should be paid by tuition or tax, as the majority of those "that order the prudentials" of the town should determine. Further, every township of one hundred families should set up a grammar school to fit youth for the university. Here we have provision for elementary and for secondary instruction, the germ of our common and our high schools, which by development has produced the primary, grammar, and high-school grades. Here we see the original design of making these schools and the university members of one state system of institutions.

It was not till 1768 that schools were supported wholly by taxation, as regards all school expenditures but that for books. This was the second stage in the progress of free schools. First, they were open to all and tuitionless to the indigent; second, they are tuitionless to all and free of all cost to the indigent; third, they will be free—open and priceless—to all. We have not yet, in Salem, passed the second stage; but some cities in our Commonwealth have passed it.

The family seems to embrace in its relations all the duties of man—religion, education, and industry. Here the young are reared for active life; and, when they leave the paternal roof, they should go all equipped for the duties of citizenship. Such is the theory; and it would be practicable in the very simplest forms of society. But as men multiply, as their wants and activities become more numerous, and thus the business of life grows more com-

plex, the character of the preparatory education changes. It becomes impossible for the elder members of the household to give to the education of the young its proper time and place. Religion and industry may still be inculcated here by precept and practice ; but the intellectual training of the youth must generally be delegated to others. Co-operative education is necessary, and the public school comes into existence. Those who prefer to educate at home or under private charge would seem to have the right ; but it is the prerogative of the state to demand that education shall be adequate to its high purpose, and that every child, whose instruction is not properly cared for elsewhere, shall be an attendant at the public school. As schools multiply, it is the duty of the state to appoint persons to inspect and regulate them.

Let us observe the development of the public school system in Salem. It has been, first, the individual school ; then, the growth of a system of schools ; then, the need of agents to regulate and inspect the schools, met in the appointment of a committee and superintendent.

The original school was the Grammar School, or Latin School. The date of its foundation was 1637, according to the facts given by Felt in his "Annals of Salem." Mayor Saltonstall, in his inaugural address, at the first organization of the City Government, said : "Salem had the honor of leading the way in the establishment of Public Schools. The Grammar School was founded in 1636, and has been continued without interruption to this time."

This pioneer school was the only school till 1712, a period of seventy-five years. Its first habitation was in a house on "Court street," probably standing on the eastern half of Washington street, at a point opposite the residence of Mr. Brookhouse. The town-house, or court-house, stood next south of it. In 1655, "our school was kept in the town house;" and the next year a committee are to have "the schoolehouse repayred."

All business about the school was done in town meeting; or, by vote of the townsfolk, delegated to the teacher, or to a committee, or to the selectmen. This was in the days of the "pure republic;" representative government was not yet necessary.

Edward Norris, the second teacher of the school, upon his retirement after thirty years of service, received not only the gratitude of the people, but a more substantial offering in a pension of £10 a year,—in 1671,—and again, after his second resignation, in 1676, and from that year to the time of his death, the last payment being made in 1684.

The salary which his successor, Mr. Eppes, received is named, £60 a year. This was to be paid by the scholars, each 20 shillings a year; the town would make up the deficit, or, if he should receive more than his nominal salary, all should be his, together with certain privileges and immunities—exemption from taxation, "trainings, watchings, and wardings." The tuition fees for the first half-year amounted to about £18, showing that the average attendance was about eighteen pupils.

Mr. Eppes, as agreed upon with the selectmen, was to teach English, Latin, and Greek, good manners, and the "principles of Christian Religion."

Again, when Mr. Whitman came from Hull to teach this school, the selectmen receive from the town authority to give all needful instructions and directions, for the regulation of the school.

Mr. Emerson was to teach Greek, Latin, writing, cyphering, and advanced reading,—that is, to such "as can read a chapter competently well."

The morning school-hour was 7 from March to November, and 8 from November to March. During the former season, school closed for the day at 5 P. M.; the rest of the year, at 4 P. M.

In 1712, educational facilities increase; the old watch-house was devoted to the use of a writing school; and in this house, "in the north end of the town," Nathanael Higginson, at a salary of £30, three-fifths of the Grammar master's pay that year, commenced to teach reading, writing, and cyphering—"the three R's."

This watch-house stood south of the town house, or where is now the eastern half of Washington street and just at its junction with Essex street.

In 1716, John Swinnerton began to teach the English school "by the town house." In 1725, he was succeeded by John Gerrish, who had taught at "Salem Village." Mr. Swinnerton, on retirement, was pensioned for three years, £10 annually.

In 1729, another era dawns: Samuel Brown makes a

generous donation for schools, £240, of which £120 to the Grammar School, £60 to the English school, and £60 to a *woman's school*, in each case for the benefit of poor children. In 1731, an additional bequest is made to the three schools. In 1764, "women's schools" are mentioned, which indicates an increase of them.

In 1760, the Grammar School has a new brick house, erected not on the site of the old one "in school house lane," but farther north and in the centre of what is now Washington street. This new site was afterwards taken for the Court House.

In 1770, the town prescribes the vacations: "general election, commencement day and the rest of that week, fasts, thanksgivings, trainings, Wednesday and Saturday afternoons."

With regard to corporal punishment, the rule of the ruler is "to do it calmly," and "make such correction dreaded more on account of the shame, than the pain," which makes us believe that Locke's ideas had already gained admirers here. The principle is admirable, and worthy of endorsement by the assembled people.

In 1770, we have mention of a private school for "the three R's." Private schools were afterwards founded for instruction in sewing, in higher English branches, in mathematics, and a boarding school for females finds a demand. They multiplied till, in 1806, we are informed, they greatly outnumbered the public schools.

In 1771, died Widow Abigail Fowler, the first "school dame," or one of the first, in this part of the town. She

was at this time in her 68th year, and began "to teach children" in her 18th year. Our attention is therefore carried to 1721, when she probably began to teach privately. We are sure that in 1712 there were but two public schools here; Mr. Brown's legacy in 1729 is to *the* Grammar School, *the* English School, and "*a* woman's school;" and his donation in 1731 embraces "*the* woman's school." Schools taught by ladies did not multiply for a while; in 1773, Mrs. Mary Gill is named as "the keeper of the girls' school," and, in the same year, it is voted that boys of indigent families, belonging to Masters' schools, but not qualified for them, shall be placed with other pupils of like condition, under the tuition of female teachers. This is the rise of Primary schools here; and it seems certain that primary instruction was, at this date, provided for girls.

Twenty years subsequently, 1793, another stride in the progress of education is taken. The writing schools, then three in number, are opened to girls two hours each day, for instruction in "the three R's;" but the girls do not meet with the boys, one hour being at noon and the other after the last session of the regular school for the day. But there were difficulties in the way of success for such a system; and in 1827, two schools for girls were organized, called "high schools," located in Beckford and East (now Forrester) streets. Not, however, until 1845, was there a veritable High School for girls.

Provision for giving instruction to colored children was made in the establishment of a primary school in 1807,

with Chloe Minns as teacher ; this school continued about twenty years. In 1830, a colored girl was admitted to the high schools (Writing, or English, or Grammar School) ; and such action sanctioned by legal opinion the succeeding year. But in 1834, an African school was established, occupying the chamber of the Central English School, where the Latin School had been, and taught by William B. Dodge till 1841 ; and then by Thomas B. Perkins till its disestablishment in 1843.

From this imperfect outline of the origin and growth of our public school system, let us proceed briefly to note the development of the several departments of instruction.

THE HIGH SCHOOL.

The history of the High School is the history of education itself among us. The oldest school in the Commonwealth, and, from 1636 or 1637 to 1712, the only public school in Salem, it has received the benefit of the best educational interest and thought in the country, and it numbers among its teachers some of the ablest instructors and among its graduates some of the most accomplished and noted citizens.

The sites of the first house and of that erected in 1760 have been mentioned. In 1785, this second house was taken down to make room for a Court House. The school for a time occupied a hired room. In 1785, however, it was voted to erect a Centre School-house, and the chamber of this two-story wooden building, at the present standing on the east side of Washington street, near the north end of the tunnel upon the very spot where it was built, was occupied by the Latin School. In 1819, a brick building was erected for it on Broad street, at a cost of ten thousand dollars; this building, entirely remodeled within, is now used by a primary school. In 1855, the present High-School house was built, the City Council having appropriated eighteen thousand five hundred dollars for that purpose.

The Rev. John Fisk was the first teacher and Mr. Oliver Carlton the last teacher of this school in its separate identity. It was called successively the Grammar School, the Latin, and the Fisk.

An English High School for boys was founded in 1827 and located in the Latin-School building; it was subsequently named the Bowditch School. General Henry K. Oliver was the first and Mr. Albert G. Boyden the last teacher of the Boys' High School, as such.

In 1845, the High School for girls was established. It was called the Saltonstall School. Its first location was in the school-house, still standing, on the south side of Federal street, just west of Washington street; next in Franklin Building; then in Lynde Place.

Mr. Edwin Jocelyn and Mr. Moses P. Chase were its first and last teachers.

A catalogue of the teachers in the several high schools, made as nearly perfect as in a brief time was possible, is here presented.

FISK (LATIN) SCHOOL.

1637.	John Fisk.	1639.
1640.	Edward Norris.	1670.
1670.	Daniel Eppes, Jr,	1672.
1672.	Edward Norris.	1676.
1677.	Daniel Eppes, Jr.	1699.
1699.	Samuel Whitman.	1699.
1699.	John Emerson.	1712.
1712.	John Barnard.	1713.
1713.	Obadiah Ayres.	1716.
1716.	Samuel Andrews.	1718.
1718..	John Nutting.	1747.

In 1743, the Latin and English schools were united

under a master and usher, Mr. Nutting being the master and Mr. Gerrish the English-School master being usher. In 1746, the two schools were restored to their former spheres and these gentlemen replaced over them.

1747.	Peter Frye.	1751.
1751.	Jonathan Sewall.	1756.
1756.	William Walter.	1758.
1758.	Daniel Eppes.	1759.
1759.	Nathan Goodale.	1770.
1770.	James Diman, Jr.	1772.
1772.	Antipas Steward.	1782.
1782.	Belcher Noyes.	——.
——.	Thomas Bancroft.	(1796.?)
(1796.)	Nathanael Rogers.	1797.
1797.	David Kendall.	1798.
1798.	Daniel Parker.	1810.
1810.	Moses Stevens.	1818.
1818.	James Day.	1823.

In 1819, the Latin School removed to Broad street to occupy its new brick school-house, the present Broad-street Primary. Moses Clark and Henry K. Oliver were assistants in succession, from 1819 to 1827; Daniel Parker, James Gale, and Daniel Poor filled the position of usher from 1819 to 1822.

1823.	Theodore Eames.	1830.
1830.	George Nichols.	1830.
1830.	Amos D. Wheeler.	1833.
1833.	Oliver Carleton.	1856.

In 1845, the Latin School was named the Fisk School; in 1854, the Fisk and Bowditch schools were united and called the Bowditch School, with Mr. Carleton at the head of the classical department; and in 1856, the Bowditch and Saltonstall schools were merged in the Salem Classical and High School.

BOYS' HIGH SCHOOL (BOWDITCH).

1827.	Henry K. Oliver.	1830.
1830.	Elisha Mack.	1830.
1830.	William H. Brooks.	1838.
1838.	Rufus Putnam.	1852.

In 1845, the English High School was named the Bowditch School.

1852.	Richard Edwards.	1853.
1853.	Albert G. Boyden.	1856.

When, in 1854, the Bowditch School was united with the Fisk, Mr. Boyden was placed in charge of the English department. In 1856, by its union with the Saltonstall School, the Classical and High School was formed.

GIRLS' HIGH SCHOOL (SALTONSTALL).

1845.	Edwin Jocelyn.	1849.
1849.	Charles N. Wheeler.	1854.
1854.	Moses P. Chase.	1856.

In 1856, the Saltonstall and Bowditch schools were combined.

CLASSICAL AND HIGH SCHOOL.

1856.	Jacob Batchelder.	1861.
1861.	William J. Rolfe.	1862.
1862.	George H. Howison.	1864.
1864.	Abner H. Davis.	1868.
1868.	John W. Perkins.	——.

GRAMMAR SCHOOLS.

The first representative of this grade of instruction was the "Writing School," already mentioned, which was located in the watch-house.

A few of the first teachers are here named :—

1712.	Nathanael Higginson.	1716.
1716.	John Swinnerton.	1725.
1725.	John Gerrish.	1748.
1748.	William Gale.	1753.
1753.	Abijah Hart.	——.
1757.	James Ford.	——.
1781.	Timothy Dawson.	——.

In 1785, the Centre School-house is ordered to be erected; and, meanwhile, a place is hired for the accommodation of this school. Two other English schools, as they were now called, seem to be demanded for "the east and west sections of the town." Edward Norris teaches the Centre school; Isaac Hacker, the western, on Dean street; and John Watson, the eastern, on East (now Forrester) street. In 1807, a similar school was opened in North Fields, where the Pickering School now is, and William B. Dodge was appointed teacher.

There were now four English schools in town. Their province was to teach writing, arithmetic, and reading.

From the reputed excellence, as a penman, of Mr. Higginson, the first teacher, we may believe that the

name "Writing School" was well borne. Hardly so suitable was the appellation "English Schools," except for the consideration that the three branches were taught in the English language and to distinguish the school from the Grammar School, where after 1752 the boys were all required to study Latin. The Grammar School, even after the founding of the Writing School, had continued to afford instruction in "the three R's;" and, in 1801, English grammar, composition, and geography were made studies in the Latin School. These branches, however, as yet were not part of the English-School teaching.

No wonder, then, that private schools should be so well appreciated and patronized and far outnumber, in 1806, the public schools. Private enterprise seems to have taught public authorities the true management of schools. I have mentioned some private schools. There were others on a more elaborate plan. In 1802, Mr. Knapp was employed to teach one, at a salary of two thousand dollars after the first three years; the number of pupils was limited to thirty. One in the western part of the city was taught by Mr. Tappan, Mr. Chandler, and others. It opened in 1807; the number of pupils was from twenty-five to thirty; the salary, from 1811 to 1817, was one thousand six hundred dollars a year. One in Marlborough (now Federal) street was taught at first by Thomas Cole, 1808-34, and afterwards by General Oliver. Number of pupils limited to twenty-five; permanent salary, one thousand two hundred dollars.

The salary of the Latin master at this time was seven hundred dollars; and that of each English master, six hundred and fifty dollars.

Two reasons are given for the maintenance of private schools at such a liberal outlay of money: first, to have teachers of "high character and attainments;" secondly, to afford instruction in branches not taught in the public schools.

In 1816, grammar and geography began to be required branches in the English schools. This change marked a new epoch; and, with other modifications in the public school system, it caused these schools to rise in popular favor. The private schools began to decline; the public schools began to thrive.

In 1819, the first school in South Salem was organized, the South English school, on South (now Washington) street. The Naumkeag School now occupies the second floor of the building. William Carnes was the first teacher. In 1821, an English school was opened in Williams street, under Samuel Burrill.

All these schools were designed for boys. In 1827, two schools for girls are organized: one on Beckford street, Henry J. Hamilton, teacher; one on East (now Forrester) street, Rufus Putnam, Jr., teacher. Girls were admitted to the North-Salem school in 1835, and to that in South Salem in 1841. In the latter year, another grammar school is organized in Aborn street, under Charles Northend, for the admission of both sexes. The same year the Union School is formed from the

Central, Williams-street, and East-street schools,—a boys' school.

In 1839, female assistants are first employed in the Masters' schools, except in the East Female School, where pupil-assistants had been employed from 1835, and assistant teachers, for a year or two.

In 1845, the grammar schools are named: Union, to be *Phillips* School; Dean-street, *Hacker*; School-street, *Pickering*; South-street, *Browne*; Beckford-street, *Higginson*; East-street, *Bentley*; Aborn-street, *Epes*.

The Hacker, Higginson, and Epes schools unite, in 1870, to form the Bowditch Grammar School, located in a new brick house on Dean street. In 1874, the Browne school, transferred to a new house, is called the Holly-street Grammar School.

The date of erection and location of the several schools are given in the appendix.

THE PRIMARY SCHOOLS.

I have not yet been able to follow out minutely the history of this grade of schools. Their rise seems properly to be fixed in 1729. Three others, in 1801, appear to have been opened: in Lynn street, Mrs. Holman, teacher; Church street, Mrs. Lamperel; East street, Miss Carlton. In 1821, there are eight primaries, one of them for colored children.

Intermediate schools were recommended in the Report for 1847 and established in 1849, to receive pupils too old for the primary schools and not qualified for the grammar schools. They increased in number, till, in 1862, there were seven of these schools, having in the interval changed their character to that of advanced primary schools and now having connected with them primary departments; three primaries existed in districts which had no "Intermediate" school. The following year, an intermediate department was established in each primary district, and the title is now dropped, the combined school being called Primary.

In 1803, the annual salary of a school-mistress was one hundred dollars; in 1835, one hundred and fifty dollars.

Other particulars are contained in the appendix.

SUPERVISION.

The control and supervision of the schools is a matter of the greatest importance. The saying is trite, "As the teacher, so the school." Hence, who and what the teacher shall be—whether the same one next year as this; and, if the same, whether more efficient or less—are vital questions. But the teacher does not wholly make the school: the intelligent, well directed interest of the community and the systematic, active interest of their agents help make the school; nay, where there are connected grades, each teacher helps make or unmake the schools of those who are directly or remotely to receive their pupils from him. No one, feeling the responsibility of these affairs resting upon him and annually expending so much money, would fail to give the matter his constant personal attention, or to commit it to safe and able hands. It behooves the community to act as would the individual.

In the earliest days of Salem, the people voted at their assemblies upon school matters, sometimes entrusting matters to the teacher of the school, sometimes instructing the selectmen to regulate its concerns. In 1712, the first Board of School Committee is constituted, for the purpose of selecting a teacher for the Grammar School; they were Samuel Browne, Josiah Walcot, Stephen Sewall, John Higginson, Jr., and Walter Price. Subsequently, we notice that in one case the selectmen "approve" a teacher; and in 1729 Samuel Browne stipulates that the

schools of his endowment shall be committed to the charge of men chosen for that purpose.

The School Committee were elected by the people till 1836; and after the incorporation of the city, the City Council elected the members of the Board, till 1859, when they were again chosen at the popular election. There were, under the City Government, at first twenty-five members of the Board; but, since 1847, the number has been eighteen.

The office of Superintendent was established in December, 1865, and the first incumbent of that office was elected and began his service in 1866, making his last Report to the Board in January, 1872. The office was revived in 1873.

NAUMKEAG SCHOOL.

The Naumkeag School was established in June, 1869, and Miss Margaret A. Dunn was selected to conduct it. It originated in consequence of the expressed desire of Mr. John Kilburn, to have a school approved by the School Committee, to which the young operatives in the Naumkeag Steam Cotton Mills could be sent, at such times as they are required by law to attend school; and through the willingness of the Board, to provide a school, adapted to the necessary conditions of irregular attendance, and not to cause the graded schools to be interrupted in their work by frequent admissions in mid-term.

The school is located in the upper room of the brick building on Washington street, near Lafayette, the first school-house erected (in 1819) in South Salem. It is furnished with modern school furniture, and contains a cabinet organ, the generous gift of Mr. Kilburn to the school.

The pupils are chiefly Mill children, and for them first of all the school is understood to be open. To all others who cannot enter the regular day schools conveniently, admittance, when possible, is given; and many such ones have enjoyed the facilities of the school.

Some pupils attend half the day at school and work in the Mill half the day; others attend all day. The nationalities of the pupils have been principally Irish, German, and French. The last-named element is now predominant, some of the children knowing so little of English,

as to require the teacher to couch her instruction first in their vernacular, then leading them to use our own.

The Statutes require that every child between ten and fifteen years of age, employed in a mechanical or manufacturing establishment, shall attend school three months, or one hundred twenty half-days, each year. The agent or overseer, who employs any child that has not complied with this requirement, and the parent or guardian who allows such employment, are each liable to a penalty of fifty dollars for each and every offence. No child under ten may be employed in such an establishment. There is another law upon the statute books which requires parents and guardians to send their children to school, and which affixes a penalty of twenty dollars for such neglect. Reference has been made in another part of this Report to the work which has been done in securing attendance at school. Parents and guardians have generally complied with the law, when able to send their children to school; and the officers of the Naumkeag Mill and the Jute Factory have cordially and promptly coöperated in the enforcement of the law.

It was the reply of Mr. Kilburn, when asked by Gen. Oliver, Chief of the Labor Bureau, as to the effects of school-training on the children in their work, "They are more tractable, and more sprightly at their work." The discipline of the work is also undoubtedly favorable to studious habits.

Important information was communicated to the House of Lords, in June, 1861, upon the subject of half-time

schools. It consisted of the testimony of experienced teachers in England, who were unanimous in affirming the advantages of half-time instruction. They claimed that, for all day-scholars, two hours in the morning and one hour in the afternoon are the limit of capacity for good study. Mr. Donaldson, Master of a Training School in Glasgow, says however that children under seven years may profitably study three hours a day; those between seven and ten years, three and one-half hours; ten to twelve years, four hours; over twelve years, four and one-half hours. These teachers also state that the length of time that close and voluntary attention will be given to a lesson, is, for children five to seven years old, about fifteen minutes; seven to ten years, about twenty minutes; ten to twelve years about twenty-five minutes; twelve to sixteen or eighteen years, about thirty minutes. It is the testimony of teachers of six to twenty-two years' experience, some of whom have had whole-time and half-time pupils in the same school, that "the half-timers give better attention, and in consequence do as good and as much work in that time."

FREE EVENING SCHOOLS.

The earliest mention of free Evening Schools that I have been able to find is in the report of the Second Visiting Committee for 1848. Mr. George F. Chever there says: "The establishment of free evening schools during the past winter [1847-8], by our worthy City Missionary, has revealed another general defect, not in our school *system*, but in regard to its *extension*." He then enumerates three classes for whom the school is needed: 1. The young who "are obliged to work for a living"; 2. Those kept from the day schools by inability "to appear decently clad;" 3. Those "too old to enter a day school." He commends to the consideration of the Board the question, whether the city should not support or aid such schools.

The next year, 1849, the Committee, Mr. Rogers, calls attention to the evening school, conducted as a charity by Mr. Ball, with the assistance of "many ladies and gentlemen." The whole number of pupils on Mondays and Tuesdays was two hundred ninety-nine females; on Wednesdays and Thursdays, two hundred twenty-one males. Probably, many of these classes have gradually been drawn into our day schools.

In 1849-50, the school was continued as a charity, by Mr. Ball and others. The total number of teachers in both girls' and boys' departments was seventy-eight; average, thirty-five. The total number of pupils, five hundred seventeen; average attendance, one hundred

eighty-eight. The girls' department was the larger, with considerably better attendance, — forty-three per cent. against twenty-eight per cent. in the boys' department.

In 1850-51, the school was supported by the city, an appropriation of three hundred dollars having been made for the purpose. Rev. O. B. Frothingham was chairman of the committee having it in charge. The total number of pupils in both departments was five hundred twenty-one. Mr. Ball "and instructors" conducted the school. The Chairman says that it has been difficult to obtain a sufficient number of competent teachers. The school opened for the season in December.

In 1854-5, the City Council appropriated four hundred and fifty dollars, with the understanding that teachers of the public schools should be the instructors, subject to the supervision of the School Committee. The whole number of pupils was two hundred eighty-seven. This arrangement continued but one season.

The Reports of the Board make no allusion to evening schools from 1856 down to 1868. The Report of 1869, Rev. E. S. Atwood, Prof. D. B. Hagar, and Gen. H. K. Oliver being the special committee, gives a full account of the recent organization of an evening school. It was established for those fourteen years of age and upwards, who could not attend the day schools and had not obtained the elements of an education. The City Council gave the Board the necessary authority, to provide accommodations and teachers. The Committee appointed the

term of school, from December to April, prescribed its regulations, and ordered a supply of books to the pupils. Two rooms in the Phillips School-house were selected for the school; but it became necessary also to open one in St. Peter's street, whither the girls were transferred. The throng of applicants was great, three hundred of both sexes. By rejecting those for whom the school was not organized, two hundred thirty-three were left to enjoy the privileges of the school. These varied in age from fourteen to twenty-six years, of whom twelve could neither read nor write.

The following year, 1869-70, the girls' department was located in the Naumkeag School-room. The Report of 1871 omits to mention the schools of 1870-71; but they were continued in the Phillips and Naumkeag school-rooms. In 1871-72, by special vote of the Board, these schools opened the first of November, instead of the first of December; but, the Regulations not having been amended accordingly, the next season the term began as usually the first Monday of December.

This year, the Regulations have been so amended, as to make the term begin with November and end the first Monday of March. This change, as was believed, has thus far been beneficial to the schools. The scholars have time to become interested in their work and to make considerable progress, before the Christmas holidays disturb the attendance; and the term does not now extend into the Lenten season.

It was too early, at the time of preparing the last

Annual Report, to give the statistics of the schools for 1874-5. The number of sessions was eighty-one.

In the Boys' School, one hundred twenty-eight were registered, and the average number belonging every evening was sixty. The average attendance each evening was forty-four; per cent. of attendance, seventy-three. Oldest scholar, thirty-five; youngest, ten; average age, seventeen years. Of the pupils, forty-two had attended the preceding winter. The nationality of eighty-six was Irish; twenty, American; eighteen, French; German, Danish, English, Chinese, one each.

The employments of those who worked during the day were: twenty-five in jute factory; twenty-five in Naumkeag mill; ten in markets; nine in stores; eight were tanners; eight, laborers; four, sailors; three, boot-blacks; two each, shoe-makers, farmers, and printers; one each, cabinet-maker, baker, book-binder, blacksmith, waiter, and carpenter.

The deportment and interest were excellent.

In the Girls' School, eighty-three were enrolled; the average number belonging each evening was fifty-one; the average number attending each evening, forty: per cent. of attendance, eighty. The average number attending in December was fifty; January, forty-three; February, forty-one; March, twenty-seven.

The school was very successful; and yet, the decided falling off in the month of March, which was equally marked in the two schools, was a strong argument in favor of changing the term forward in the season.

It seemed also desirable to employ a larger number of teachers. Since the pupils cannot be classified, as they are in our day schools, instruction must be individually given, or to but few at best. In order to give each pupil the very moderate amount of fifteen minutes' attention during the two hours of the session, the teacher cannot have more than eight pupils in her class. With the limited classification possible, we might set the number a little higher—say, ten or twelve in the class. Let the teacher attempt to instruct a larger class, and the pupils soon feel that they receive little attention, grow dissatisfied, and leave. It was therefore deemed advisable to employ several young teachers. They would engage at a low price, for the sake of the experience. Having a responsible Principal over them, they would be relieved of the arduous task of disciplining the school, which often proves too difficult for the tyro. They would learn, by easy lessons, to govern and to teach. We should have the opportunity to judge of their qualifications for appointment in day schools. In short, the evening schools become training schools, at the same time that their usefulness to the pupils is increased.

Miss White is the Principal of the Boys' School, and she has with her the former assistants, Misses Manning and Drew, and also Misses Martha A. Patterson, Carrie E. Goodridge, Julietta W. Averill, Hattie L. Smith, Mary A. Smith, and Caroline N. Tarr, young teachers.

Associated with Miss Dunn, the Principal of the Girls'

School, are Misses Jane M. Gray, Elizabeth H. Tuttle, and Lizzie E. Farmer.

The arrangement has thus far worked successfully. The whole number registered in the Boys' School has been one hundred seventy; the average attendance has been eighty-three,—but, excepting a few evenings, when the weather was extremely cold or stormy, or when the rare privilege of skating by moonlight was offered, the attendance has averaged ninety-six. The number belonging now (December 20) is one hundred thirty.

The enrolment in the Girls' School is one hundred five; average attendance for the whole time, fifty-seven. The attendance has been improving of late. The week before last, it averaged sixty-three; and last week, sixty-nine.

DRAWING.

The Reports of 1854 state that drawing had been recently introduced into some of the grammar schools and into all the primary and intermediate schools; in the latter, Miss Gillis's chalk drawings were used as copies.

In February, 1869, the Board made drawing a regular study in all the public day schools. Bartholomew's system was introduced, and, in April, a lady in the employ of the publishers of that system came and gave preliminary lessons to the teachers. The following winter, 1869-70, the legislature made drawing, which had before been optional, a required branch in public schools. The legislature further required every city of more than ten thousand inhabitants to give free instruction in drawing annually, either in day or evening schools and under direction of the School Committee, to persons over fifteen years of age.

In January, 1872, Messrs. Hagar, Choate, and Perkins make the first report of the Committee on Free Drawing Schools. The City Council had appropriated one thousand dollars for the support of the school. Monday evening, January 8, 1872, the school was opened in Normal Hall, where it continued through the winter, under the direction of Prof. Schubert of the Institute of Technology, with one assistant.

Two hundred forty-five applied for admission; two hundred twenty-two were admitted—one hundred eighty-five men, thirty-seven ladies. Two classes were formed,

to meet on Monday and Wednesday and on Tuesday and Friday evenings, respectively.

February 19, 1872, the Board provided for the appointment of a special teacher in drawing in all the public day schools. Miss Caroline West was appointed to give her whole time to teaching in the schools and to give normal instruction to the teachers. In the fall of 1873, she began to be employed for half-time only; and, in the summer of 1874, she resigned the position. Mr. J. Warren Thyng was elected in September, 1874, for half-time teaching, and continues to be the special instructor in that department.

The Committee on Free Drawing Schools were charged with the care of this branch of study. The first exhibition of drawings was held in June, 1873, and subsequent exhibitions have been held in June, 1874 and 1875. The proficiency and progress of the scholars was so marked at each of these exhibitions, as to reflect much credit upon the Committee, and upon the teachers and their pupils.

In the winter of 1872-3, the Free Drawing School occupied the High-School rooms, gas having been introduced to light them. Mr. William E. Hoyt, of the Institute of Technology, had charge of the Mechanical department, which was attended by sixty-six advanced pupils, and fifty-four elementary pupils,—one hundred twenty in all. Mr. J. Warren Thyng, in charge of the Freehand department, had forty-seven advanced and thirty-four elementary pupils,—in all, eighty-one.

In 1873, the Art Room was fitted to receive and suitably dispose the casts, models, and plates, which were in the possession of the city.

In 1873-4, the teachers in the two departments were: Freehand, Messrs. J. Warren Thyng and Henry S. Fisk; Mechanical, Messrs. Albert K. Mansfield and James H. Morse. Attendance: Freehand, whole number, ninety-eight,—males thirty-six, females sixty-two; average attending, sixty-one;—Mechanical, total seventy-six; average, thirty-six. The Art Room was used by advanced Freehand pupils.

In 1874-5, Messrs. Thyng and Fisk again taught the Freehand classes. Mr. Mansfield, in the Mechanical class, had the assistance of Mr. Robert A. Shailer. Mr. Mansfield resigning, Mr. D. M. Willard took charge of the school, December 1, and continued till the 23d March, when Mr. Shailer took all the pupils. The term began Tuesday, November 3, and closed April 30. The whole number was sixty; average, twenty-seven; number of sessions, fifty-one. The Freehand class in the West Hall closed its term May 14, having been in session fifty-five evenings; the Art-Room class, after fifty-six sessions, closed May 18. Number enrolled in West Hall, sixty-two; average, thirty-one. Total in Art Room, thirty-two; average, twenty-two.

Some of the productions of the Art-Room class were exhibited in Horticultural Hall, Boston, at the June exhibition of drawing, and awards were received as follows: "*Excellent*," by S. Edson Cassino, for shaded drawing

from object ; "*Honorable Mention*," by Margaret E. Allen and Lydia J. Grant, for shaded drawings from cast, and by Lydia J. Grant, for shaded drawing from flat copy.

This season, 1875-6, Messrs. William D. Dennis and Roger Tappan are the teachers in the Mechanical class. Number enrolled, seventy-four ; average to date, forty-three.

Mr. Thyng, Freehand class, is assisted by Misses Ada L. Cone and Myra E. Derby. Enrolled in Art Room, forty ; average attendance, thirty-four. Enrolled in West Hall, one hundred six ; average attendance, ninety-one.

MUSIC.

In March, 1848, Mr. Chever, chairman of the Second Visiting Committee, addressed to the principals of the grammar schools a circular of inquiry, as to the practicability and value of vocal music as a branch of study. In some schools, lessons in vocal music had been gratuitously given; but in one school there had been no such lessons for a period of three years. The expression of the teachers and the opinion of the Committee were favorable to the introduction of the branch as a study; but the Committee had to regret that "the inadequacy of their means" forbade putting music, as a study, "upon a permanent basis."

Twenty years later, March, 1868, the Board assigned this same question to a special committee, who reported in favor of introducing the branch and were authorized to procure a special instructor. Mr. Luther W. Mason, of Boston, gave several lessons to the grammar and primary teachers. In September, 1868, Mr. W. S. Tilden came as the regular instructor. In December following, he gave in Normal Hall a rehearsal, with a class of two hundred fifty from the grammar schools. This earnest of the sure success of the study determined the Board to make it permanently a branch in the curriculum of the schools. The first public exhibition of music was given July 21, 1869, in Mechanic Hall, with a chorus of four hundred boys and girls from the grammar schools; the second, June 14, 1871, with a chorus of

five hundred grammar school pupils ; the third, June 5, 1872.

Mr. Tilden, in 1872, resigned the position of Instructor in Music ; and, February, 1873, Mr. Seth C. Bennett was elected to fill the vacancy. The fourth, fifth, and sixth annual exhibitions of music were held in June, 1873, 1874, and 1875, the High School and grammar schools being represented in the chorus.

CHANGES OF TEACHERS.

The following-named teachers have tendered their resignations at some time during the year and withdrawn from the employ of this Board :—

Miss Currier of the High School; Miss Lord of the Bowditch School; Miss Colburn of the Phillips Grammar School; Miss Smiley of Browne Primary, No. II; and Miss Hancock of the Fowler-street Primary,—five.

The teachers who have been elected or temporarily appointed to fill the vacancies thus created are :—

Miss Martha A. Smith, High School; Miss Harriet E. Carlton (appointed), Bowditch School; Miss Delia F. Weeks, Phillips Grammar; Miss Hannah S. Prime, Fowler-street Primary, to fill Miss Drew's place, who was promoted to succeed Miss Hancock; Miss Julietta W. Averill (appointed), to Miss Davis's class, who was promoted to Miss Smiley's position,—five.

On account of increase in the number of pupils in the schools named, the following teachers have been elected or temporarily appointed :—

Miss Mary L. Chapman, High School; Miss Julitta E. Prescott, Bowditch School; Miss Julia F. Pinkham (appointed), Holly-street Grammar, Harbor-street division; Miss Caroline E. Goodridge (appointed), Phillips Grammar School, division of Fifth Class; Miss Myra Hall, Bentley Primary; Miss Martha A. Patterson, Skerry-street Primary, division which has occupied hired rooms on Bridge street,—six.

Miss Haskell was afterwards transferred from the Howard-street Primary to the Bentley Primary, exchanging places with Miss Hall. There have been a few cases of re-arrangement of teachers within some schools, which may be observed by reference to the catalogue of teachers that is appended to this report.

Last year, sixteen resignations of teachers and twelve appointments of teachers were reported. This year, we report five resignations and eleven appointments. There have been more additional teachers this year; but not nearly so many changes.

Notwithstanding all the changes reported from year to year, there has been a great degree of permanency in our corps of teachers. Two of them were appointed in 1842; and we have at least one representative—in some instances, several representatives—of the appointments made in each year from that time to the present, excepting the years 1843, 1844, 1849, 1850, 1853, 1860, and 1861. If we consider a teacher, who was appointed in a given year, as serving from the middle of that year, onward to the end of this year, 1875, we shall find upon calculation, that the average term for which the male teachers have served the city, under the appointments which extend to this date, is 7 years; the average term of service of the female teachers is 8.72 years; average term of High-School assistants, 4.83 years; of Grammar assistants, 8.42 years; of Primary principals, 16.67 years; of Primary assistants, 6.64 years.

TEACHERS' EXAMINATIONS.

An examination of candidate teachers was held July 9, 1874, at which twenty-six applicants were present. Sixteen of them were approved, having received sixty per cent. or more, and were placed upon the list of candidates. Eleven of the sixteen have been employed in our schools, and eight of them are now teaching in our day schools with good success. The other five are non-residents.

At the examination, June 4, 1875, twenty-one applicants were present and thirteen of them were approved, the standard being seventy per cent. in all branches,—spelling, arithmetic, grammar, geography, history, and the theory of teaching,—or sixty-five per cent. not including theory. Of these thirteen, three are now teaching in our day schools, and three others in our evening schools, with promise of success. One teaches in another city, and two are non-residents.

REPAIRS AND IMPROVEMENTS.

The year has been one of considerable outlay in repairing and improving school property. At the High School, repairs were made in the heating apparatus; the roof, window-frames and sashes, iron fence, walls of rooms and passage-ways, and entrance doors have improved under the painter's brush; the ceilings have been whitewashed; new furniture has been added, to accommodate the increased numbers of the school; and the Art Room has been provided with better light, heat, and ventilation, and with suitable furniture.

The roof, window-frames and sashes, and entrance of the Bentley School have been painted; the walls of the passage-ways, painted and colored; the ceiling in some rooms, whitewashed; a room furnished, by remodeling and repainting old furniture; and some carpentering done.

At the Bowditch School, an additional school-room was formed from two ante-rooms and furnished with furniture, which had been rejected but which the carpenters suitably renovated. The heating apparatus has been improved. Only minor repairs have been needed during the year. This is one of the best-made school buildings in the city, costing little to keep it in good condition. Without pretending to recommend the erection of large school-houses in the future, the candid citizen will acknowledge that the original plan did not require pupils to go up stairs more than is required in our school-houses generally, in nearly all of which the second story is occu-

pied, and that the building could be vacated more quickly and safely than any other. The rooms are none too large for good light and ventilation, and the halls, though considered needlessly spacious, are only ample and convenient for the forming and passing of lines. Less fuel, under the present arrangement, is consumed in properly heating the house than is required in some of the smaller structures.

The Holly-street school-yard has been graded, the roof has been made secure, and considerable miscellaneous carpentering has been done.

Effort was made to conceal the marks of the fire of some years ago, in the Phillips Grammar school-house, by whitewash and color wash, which was partly successful. Some incidental repairs were needed. A portion of the yard was "concreted." The blackboards were recoated.

The fences and outbuildings at the Pickering School were painted; the blackboards were recoated.

At Boston-street Primary, the chief outlay has been in painting the passage-ways, tin roofs, fences, and outbuildings; renovating the furnaces; and laying cement walks.

The Broad-street Primary needed pretty thorough repairs both by carpenter and by painter, and it has received them,—upon inside walls and ceiling, outside woodwork, wooden and iron fences, and outbuildings. A new furnace has been supplied. The yard which was a reservoir of water in stormy weather, has been covered with cement.

The inside walls and ceilings of the Brown Primary have been painted and whitewashed; the porches have been painted; and the concreting of the yard, completed.

The Dunlap-street school-yard has been improved with a necessary surface of cement; and the furnaces have been considerably repaired.

At the Fowler-street school-house, the work upon the furnaces, upon the outbuildings, and upon the blackboards constituted the chief improvements. At Beckford street, considerable was done in carpentering, painting and color-washing.

The earth-closets at Howard-street Primary have been superseded by the far superior water-closets; the passage walls and tin-roofs have been painted; and cement laid upon the yard about the house.

Color-washing the walls of the passage-ways, painting doors, fences, and out-buildings, and concreting a portion of the yard were the principal improvements at the Phillips Primary. A water-closet was built.

The Naumkeag school-room also received a needed renovation with paint, color-wash, and whitewash; the windows were curtained; and the blackboards renewed.

A new school-house on Skerry street will furnish better and increased accommodations for the primary scholars in that part of Ward Two. The Committee have been obliged of late to lease rooms for one class of this school. It is probable that the numbers in that school will now be still further increased. It is hoped that this house will

prove to be thoroughly built. The Building Committee have been very careful and exacting, and the Special Committee has assiduously inspected the work.

Without much doubt, well-built wooden buildings may be more economical than brick ones ; but our brick school-houses are, as a matter of fact, more substantial than most of the wooden ones and require much less repairing. Thoroughly constructed buildings would enable us to keep the school property in good order at less expense.

COST OF THE SCHOOLS.

In order to judge correctly whether a production be expensive or cheap, it is necessary to know its real value and the cost of producing it. Education will stand the test as well as any material production can. Its value is acknowledged, and it is worth all that it ever cost us. Wise economy nevertheless requires us, while maintaining or raising the standard of its value, to reduce as much as possible its cost. If that cost increase from time to time, it is incumbent upon us to show the necessity for such outlay and to ascertain whether instruction could be provided for in some way more cheaply and as well.

The following tables are pertinent to this inquiry.

YEAR.	TOTAL CITY EXPENDITURES.	TOTAL SCHOOL EXPENDITURES.	RATIO OF LATTER TO FORMER.	NO. OF TEACHERS.	NO. OF SCHOLARS.	RATE PER SCHOLAR.
1835	\$44,495 35	\$12,868 30	·29	19	1100	\$11 70
1839	48,112 95	14,437 67	·30	32	1673	8 63
1842	48,400 17	20,683 19	·43	52	2250	9 19
1843	42,517 71	18,227 29	·43	52	2277	8 00
1845	50,421 74	17,989 98	·36	59	2488	7 23
1847	72,560 04	29,029 21	·40	64	2532	11 86
AVERAGE,			·37	AVERAGE,		\$9 44

The imperfect way in which some of the old records were kept and the absence of some of the reports make it impossible to give these data for consecutive years, at that early period. It would be unfair to select single years at different epochs for comparison; because the deferred work of several years might heap upon one year

an undue burden, or several years of outlay might diminish the expenditures necessary in succeeding ones. The year 1835 is that which preceded the incorporation of the city. The salary paid to the master of the Latin school that year was one thousand dollars, and to each master of the English schools, six hundred dollars; for the other years named, one thousand two hundred dollars and seven hundred dollars respectively. The salary of female teachers was one hundred and fifty dollars a year. For those years, the school expenditures averaged thirty-seven per cent. of all city expenditures; and the rate of tuition per pupil was nine dollars and forty-four cents.

The same data are now exhibited for the period of ten years just elapsed.

YEAR.	TOTAL CITY EXPENDITURES.	TOTAL SCHOOL EXPENDITURES.	RATIO OF LATTER TO FORMER.	NO. OF TEACHERS.	NO. OF SCHOLARS.	RATE PER SCHOLAR.
1866	\$128,192 02	\$46,070 72	·36	64	3657	\$12 60
1867	139,884 35	53,130 62	·38	64	3992	13 56
1868	172,687 39	50,390 59	·27	66	4314	11 68
1869	331,062 08	57,506 86	·17	68	4412	13 03
1870	297,965 92	56,947 32	·19	69	4178	13 63
1871	318,182 08	57,742 11	·18	72	3868	14 93
1872	292,643 55	67,227 55	·23	73	3424	19 63
1873	302,209 28	71,555 35	·24	76	4125	17 35
1874	*246,172 19	*73,668 96	·30	80	4206	17 51
1875	(257,570 53)	(85,102 78)	·(33)	83	*4300	(19 79)
*1875	*249,796 69	*77,328 94	*31	83	*4300	17 98
*ESTIMATED.		AVERAGE,	·27		AVERAGE,	(5 37) 15 19

In comparing this table with the preceding one, candor

requires that all the circumstances of both periods should, so far as possible, be known and fully considered.

The latter table exhibits the decade since the war, during which time prices generally have been much higher than before. For the ten years preceding 1866, the rate of instruction averaged ten dollars and eighty-seven cents a scholar, coming down from eleven dollars and two cents in 1856 to eight dollars and seventy-eight cents in 1858, and then gradually increasing to fourteen dollars and thirty cents in 1865.

The increase in number of teachers cannot always be proportionate to the increased enrolment. The attendance in one portion of the city, for example, may require additions to the teaching force; while, in another district, it diminishes, but not enough to permit the dismissal of any of the teachers there.

This decade is the period during which, except in 1872 and portions of 1871 and 1873, a Superintendent has been employed.

During these years the Committee have found it necessary to increase some or all of the salaries,—in 1866, 1871, 1873, and 1875,—in order to retain or properly recompense valuable services. It would be false economy to keep the wages of teachers so low, that neighboring cities might and constantly would draw from us our experienced and most successful teachers. Even now, some of our salaries are lower than corresponding ones in Peabody, Lynn, Somerville, Newton, Springfield, and most cities in the state.

The increase in the school expenditures for the present year has been partly accidental and partly apparent rather than real. Of course, as it becomes necessary to employ additional teachers, furnish new rooms, and increase the salaries of teachers already employed, the amount of school expenditures will grow larger; this is a legitimate increase. But, occasionally it happens that the school property demands an extra amount of repairs, and there are other contingencies as imperative. This year, besides the items specified as legitimate increase, the Committee have expended three thousand two hundred fifty-six dollars and nineteen cents on necessary extra repairs and for new furniture; three hundred ninety dollars and ninety-four cents for taking the census, which the law now requires; five hundred dollars more than last year, or before, for books supplied to indigent pupils; six hundred dollars for Truant Officer's salary, heretofore paid by the Police department; and three thousand twenty-six dollars and seventy-one cents on account of salaries, which sum falling due earlier than heretofore has *seemed* to increase the cost of the schools this year. In order to make a just comparison with other years, the sum of these items should be deducted from the aggregate expenditure of this department; and seventy-seven thousand three hundred twenty-eight dollars and ninety-four cents remains.

The enrolment for the school-year, September, 1874, to July, 1875, was four thousand one hundred forty-eight; but, in December, 1874, the number registered for the municipal year, 1874, was reported as four thousand two

hundred six. Comparing the two municipal years, and noting the actual increase in the enrolment for the quarter just elapsed, the number, four thousand three hundred, is obtained as a fair enumeration for 1875; it is not in excess of the fact, surely. Except for the present purpose, it is not desirable to have the enrolment during the municipal year given.

I desire only to show that as great care as ever has been taken to practice judicious economy. Whether we compare the ratio of the schools expenditure to the city's whole expenditures in former years with that ratio in recent time, or whether we compare the increased average rate of tuition with the general advance in prices and in the cost of living, we find no just cause to attribute to the management of this department the charge of extravagance.

There is still another proper way of considering this question. What would it cost us to educate these pupils elsewhere or on some other plan? For two years, Salem has stood the ninety-fourth in a list which shows the amount of money raised by the several towns and cities in the state for each child between five and fifteen years of age. The only cities that ranked below her in 1872-3 were Holyoke and Fall River; in 1873-4, Lynn also fell just below her. Salem is the fourteenth in the county for 1873-4, with Haverhill, Newburyport and Lawrence above her. If we look for as good schools as ours, we find that they cost more everywhere. In a list of towns and cities (three hundred thirty-nine) arranged accord-

ing to the percentage of taxable property appropriated to public schools, Salem is the two hundred eighty-ninth and the two hundred eighty-sixth for the two years.

The "district" system of schools would obviously cost much more for each pupil attending than the graded system, at the same rate of wages for the instruction given. How is it with private schools? In 1836, there were seventy private schools, attended by one thousand five hundred ninety pupils, at an expense of *fourteen dollars and twenty-one cents* per pupil. The same year, the public schools numbered but seventeen or eighteen; the scholars, one thousand two hundred twenty-six; and the salaries of teachers amounted to eight thousand eight hundred and seventy-seven dollars. The other expenses of the schools are not stated, but would not exceed two thousand two hundred dollars, making the cost per pupil *nine dollars and seventy-seven cents*.

In 1843, the number of private schools was thirty-eight; the number of pupils, eight hundred nine; the tuition, *thirteen dollars and ninety-four cents* a scholar. The public schools that year cost *eight dollars* a pupil.

In 1845, private schools numbered thirty-five; their pupils, seven hundred seventy-five; individual price of tuition, *thirteen dollars and three cents*. The rate per scholar in public schools was *seven dollars and twenty-three cents*.

In 1874-5, nineteen private schools enrolled four hundred ten pupils, at an average charge of *twenty-seven dollars and eleven cents*. The individual cost of instruc-

tion in public schools was *nineteen dollars and seventy-nine cents*, or, better representing the facts, *seventeen dollars and ninety-eight cents*.

It is not here implied that private schools cost too much ; on the contrary, the highest tuition fee is very low for a year's instruction. But a system of schools can be conducted more economically than a number of independent ones.

The aggregate of the year's disbursements is no index of the quality of the schools,—which may be good or bad, however much they may cost. But when instruction, so good as our schools afford, may be had at the rate of less than fifty cents a week, or ten cents a day, for each pupil ; when it costs our city less to give a day's instruction to boy or girl, than it would to entertain him an evening with vulgar pantomime or minstrelsy ; then, it seems unreasonable to raise the cry of extravagance and wanton waste of the city's money.

SCHOOL CENSUS.

"The school committee shall annually, in the month of May, ascertain, or cause to be ascertained, the names and ages of all persons belonging to their respective towns and cities on the first day of May, between the ages of five and fifteen years, and make a record thereof."—Statutes, 1874, ch. 303.

In accordance with this requirement, this Board caused the city to be canvassed, during May last, and at the same time ascertained the particulars concerning school attendance. The summary is presented below.

WARDS	I	II	III	IV	V	VI	TOTAL.
Whole number of names.....	800	758	740	931	1065	730	5024
Boys.....	420	382	359	462	517	372	2512
Girls.....	380	376	381	469	548	358	2512
Number 5 to 15 years of age.....	776	685	682	847	1018	680	4688
Boys.....	404	353	327	430	494	352	2360
Girls.....	372	332	355	417	524	328	2328
Number (<i>in school</i>) over 15 years....	24	73	58	84	47	50	336
Boys.....	16	29	32	32	23	20	152
Girls.....	8	44	26	52	24	30	184
Attend public schools.....	487	560	584	634	659	570	3494
Boys.....	304	319	307	378	381	336	2025
Girls.....	183	241	277	256	278	234	1469
Attend private schools.....	161	107	83	186	147	80	764
Boys.....	23	22	14	27	11	0	97
Girls.....	138	85	69	159	136	80	667
Absentees, 5 to 15 years.....	152	91	73	111	259	80	766
Boys.....	93	41	38	57	125	36	390
Girls.....	59	50	35	54	134	44	376

To test the accuracy of the answers returned to your inquiries, I requested the principals of the several public schools in the city to send me a statement concerning the number of pupils belonging to their schools on the first day of May. The canvassers reported the whole number attending public schools three thousand four hundred ninety-four: of whom three hundred thirty-six were over fifteen years of age, and three thousand one hundred fifty-eight were between five and fifteen years. The teachers reported three thousand four hundred eighty-two: of whom, three hundred twenty-two were over fifteen years, and three thousand one hundred sixty were between five and fifteen.

It may be interesting to note the number of pupils of each age,—how many five years old, six years old, etc.

AGE.	NUMBER.	AGE.	NUMBER.	AGE.	NUMBER.
5 yrs.	216	9 yrs.	348	13 yrs.	290
6 "	339	10 "	356	14 "	241
7 "	404	11 "	271	over 15 "	320
8 "	391	12 "	306		

The number enrolled in all private schools was seven hundred sixty-four. The teachers of tuition schools reported to me an enrolment of four hundred ten. In other private schools, therefore, there were three hundred fifty-four pupils between five and fifteen years,—or a few more, inasmuch as some of the four hundred ten exceeded fifteen years.

The total number of absentees seems large, at first thought; but five hundred thirty-seven of them were between five and eight years, during which years they are not required by law to attend, and it is better for some of them not to attend. This leaves two hundred twenty-nine non-attendants between the ages of eight and fifteen years. This number is exhibited as follows :—

	WARDS	I	II	III	IV	V	VI	TOTAL.
No. of Non-attendants.....	56	19	19	18	99	18		229
1. No. 8 to 10 yrs. never in school.....	2	3	1	0	16	1		23
2. No. 8 to 10 yrs. not in school for one year...	2	1	3	0	1	3		10
3. No. 10 to 15 yrs. not in school for one year...	34	10	10	11	80	14		159
4. No. 10 to 15 yrs. not in school since Dec., 1874	18	5	5	7	2	0		37

The first and third classes of non-attendants mentioned in this table caused the greater solicitude. The Truant Officer, in accordance with your instructions, visited the families of these non-attendants repeatedly, to secure their compliance with the law. He has thus far succeeded in causing seventy-two of these children to attend school; two had completed the grammar-school course; and eleven will soon attend: total, eighty-five. The number absent on account of destitution, protracted sickness, and mental incapacity is forty-eight. The remainder, ninety-six, comprises a few who are to be called upon again by the officer, and many who have "moved out" of town or cannot be found.

ATTENDANCE AND DISCIPLINE.

The tables of statistics are more than usually full, to afford opportunities of comparison to those interested in any particular grade or in all grades individually. They represent the whole school year, from September, 1874, to July, 1875; and not, as heretofore, the municipal year. The disadvantage of the former plan was that it exhibited two halves of entirely distinct school years. By this plan the enrolment appears less; but there has been an actual increase over the preceding year. The total enrolment for last year was four thousand two hundred six; this year, which was partly included in the last Report, four thousand one hundred forty-eight. Evidently, if the enrolment had actually been four thousand two hundred six in December, the middle of the year; at the end, in July, it should have exceeded that figure, and so, for purpose of comparing the two years, it should be put as high as four thousand three hundred.

The number of cases of corporal punishment is one thousand thirty-three,—that is, in twelve months, two hundred forty-nine less than in eleven months of last year. The discipline has improved.

Attendance is in some respects better, and in some respects poorer, than it was last year. Any material gain will require the united efforts of teachers, parents and children, and the officers of this Board.

The Truant Officer, Mr. Libbey, merits our continued commendation. He has made one thousand five hundred

fifty-nine visits to the schools; been on duty at the Boys' Evening School the nights of its session, and at Mechanic and Lyceum Halls and at the High School, on the occasion of exhibitions or rehearsals; attended Court two and one-fourth days in pursuance of the requirements of his office; and performed the special work involved in the matter of required attendance at school, as reported under the head of Census-taking. The number of cases of truancy attended to were two hundred twenty-two, or one hundred fifteen fewer than in the eleven months of 1874. The number of cases looked up, but found to be excusable, was one thousand two hundred ninety-seven, against eight hundred twelve, last year. This indicates that the teachers have reported to him more promptly than before; but there is yet more vigilance needed. The half-days of truancy number five hundred eighty-five; in eleven months last year, five hundred thirty-three. If the attention of the officer be called at once to each case, this number will diminish; it represents the lapse of time before the offender is returned to school.

CONDITION OF SCHOOLS.

It gives me pleasure to report my belief that the schools are generally in a prosperous condition, and the teachers generally zealous and efficient. There is of course room for improvement, and the particulars of desirable improvement become more and more manifest on repeated visits. A single visit, or the hearing of a recitation, may not acquaint one with these particulars; but an examination, written or oral, which goes to the foundation of the pupil's knowledge and discovers how substantial and true it is, reveals the defects. Thoroughness may be called the great desideratum; but there are elements to thoroughness. Some of the essentials are: interest on the pupil's part in his work, a real desire to know; pride and self-reliance, impelling him to accomplish the lesson without aid from his teacher, if possible; certainty as to whether he does know or does *not* know; a willingness to work; and the power of applying himself to his work, having isolated himself from all surroundings, and so performing his task in the shortest period of time. Unless a pupil acquires habits of study like these, or the nearest possible approach to them, his promotion is simply a putting him out of one room into another. The fault is in the scholar; but it is the teacher's duty to correct it.

The number of promotions into the High School were one hundred eight: sixty-four boys and forty-four girls. The number of diplomas conferred was eighteen: ten to boys and eight to girls.

The number admitted to grammar schools from primaries was three hundred thirty-eight: thirty-two to the Bentley; one hundred thirty-six to the Bowditch; seventy to the Holly-Street; fifty-nine to the Phillips; and forty-one to the Pickering. This includes both March and July promotions. The number that received diplomas of graduation was one hundred thirty: ten from the Bentley; fifty-six from the Bowditch; twenty-three from the Holly-Street; nineteen from the Phillips; and twenty-two from the Pickering. Of these graduates, one hundred entered the High School. Last year one hundred thirteen diplomas were conferred.

Besides these promotions mentioned, there were promotions from class to class in all grades, almost equalling in number the average number of pupils belonging. Among so many promotions, it is but just to suppose that mistakes have been made. It is the feeling of almost every teacher, that he has pupils placed under his tuition who ought to be working in some lower grade; nor does the teacher usually blame the teacher next below him. The blame in such cases must be passed down the line, resting somewhat perhaps on each, but attributable to no one in particular. It is the fault, it may be, of some years' accumulation. Moreover, the teachers are earnest to correct it. The remedy is in repeated and careful inspection. It is the work to which your Superintendent must address himself, and that not so much — I may in general say, not at all — for the purpose of detecting and preventing inefficiency in teaching, as for the purpose of improv-

ing the scholarship of the pupils, aiding the teachers in developing thoroughness by the means of the essential elements which have just been named.

PERSONAL.

I have made eight hundred eighty-seven visits to schools of the city during the year; latterly they have been visits of inspection usually ranging from one to two hours each. Visits of this length must be less frequent than shorter ones, but I am of the opinion that they will be more useful. I have also prepared written examinations, and, so far as possible or necessary, inspected the results; have examined candidate teachers; visited other schools in quest of teachers; had, for a short time, charge of one of the grammar schools; attended the meetings of Committees, regular, special and executive; have held twenty-five meetings of teachers; have attended to repairs, made purchases, and obtained school supplies, so far as they were committed to my care; have conferred with members of the Committee and with teachers; have kept office hours and received business calls also at other hours; and have performed such miscellaneous duties, numerous and unreportable, as have devolved upon me. I have had the satisfaction of knowing that my failures and errors would be regarded with that kindly charity, for which I have so great reason to thank the members of this Board. To you all, I would express my gratitude,

not only for your indulgence, but also for your counsel and encouragement.

Respectfully submitted,

AUGUSTUS D. SMALL,

Superintendent of Schools.

Salem, Mass., Dec. 20, 1875.

APPENDIX.

Whole number of children in city, of school age, (<i>i. e.</i> , 5 to 15 years), Census, May, 1875, . . .	4,688
Whole number of pupils of school age in public schools, Census, May, 1875,	3,158
Whole number of pupils of school age in private or denominational schools, Census, May, 1875,	764
Whole number of pupils in public schools, over 15 years of age, Census, May, 1875,	336
Whole number of pupils of all ages in public schools, Census, May, 1875,	3,494
Whole number reported by teachers as registered in public day schools, May 1, 1875,	3,482
Whole number registered, School year, September, 1874, to July, 1875,	4,148
Whole number registered, Municipal year, 1874,	4,206
Whole number registered, Municipal year, 1875,	4,300
Average cost of schools per pupil, enrolled 1874,	\$17 51
Average cost of schools per pupil, enrolled 1875,	\$17 98
Average rate of tuition in private schools, 1874-5,	\$27 11
Total amount of disbursements by School Depart- ment, in 1875,	\$85,102 78
Amount expended for school purposes in 1875, (<i>i. e.</i> , excluding advanced payments and in- cluding all other extraordinary expenditures not heretofore incurred),	\$82,076 07

Amount of school expenditures, in 1875, for same purposes as in former years (<i>ordinary</i>), . .	\$77,328 94
Amount of similar school expenditures, in 1874, estimated for 12 months, for comparison, . .	\$73,668 96
Total amount of salaries paid,	\$63,557 71
Total amount of salaries paid, deducting amount of earlier payment in consequence of change in number of instalments,	\$60,531 00
Amount of salaries, per pupil,	\$14 08
Amount of other (<i>ordinary</i>) expenditures per pupil,	\$3 90
Cost of Drawing, in day schools, for the year, per pupil,	\$0 14
Cost of instruction in Music, for the year, per pupil,	\$0 37
Salaries paid in High School, corrected as above,	\$8,092 91
Number of pupils enrolled, 1875,	252
Rate per pupil,	\$32 11
Salaries paid in Grammar Schools, corrected,	\$20,258 08
Number of pupils enrolled in 1875,	1,324
Rate per pupil,	\$15 30
Salaries paid in Primary Schools, corrected,	\$24,222 95
Number of pupils enrolled in 1875,	2,511
Rate per pupil,	\$9 65
Salary paid in Naumkeag School,	\$900
Number of pupils enrolled in 1875,	213
Number of half-time pupils, for each day, equivalent to this enrolment,	107
Rate for each half-time pupil,	\$8 41
Total of general expenditures in 1875, excluding salaries paid to Teachers, but including other expenditures ordinary and extraordinary and including six per cent. interest on all school property,	\$43,723 06

Rate for each pupil enrolled in day schools, which rate must be added to the salary rates in graded schools to find the pro-rata cost of each grade,	\$10 17
Number of Teachers employed, School year, 1874-5: High, 7; Grammar, 28; Primary, 47; Naumkeag, 1: All,	83
Number of Teachers graduates of Normal Schools: High, 3; Grammar, 17; Primary, 21; Naumkeag, 1: All,	42
Number of Teachers instructed a time at Normal School: Grammar, 2; Primary, 7: All, . .	9
Number of Teachers subscribers to <i>New England Journal of Education</i> : High, 1; Grammar, 19; Primary, 31; Naumkeag, 1: All, . .	52
Days' absence of Teachers, total,	397½
Days' employment of Substitutes, total, . . .	298½
Days' absence on account of protracted sickness,	250
Whole number of Pupils enrolled:	
Municipal year, 1874,	4,206
Municipal year, 1875,	4,300
School year, 1874-5,	4,148
Average number of Pupils daily belonging:	
Municipal year, 1874,	3,280
From September to December, 1875, . . .	3,438
School year, 1874-5.	3,323
Average daily attendance, School year, 1874-5,	2,960
Per cent. the No. Belonging is of the No. Enrolled, School year, 1874-5:	
Boys, 81; Girls, 80: All,	80
Per ct. the No. Attending is of same No. Enrolled:	
Boys, 72; Girls, 70: All,	71

Number of weeks' session of graded schools,	
School year, 1874-5,	41
Number of sessions of graded schools, average, .	384
Number of school-days in 41 weeks,	205
Average number whole-days of school,	192
Average number of holidays and dismissals, . .	13
Number of weeks' session in Naumkeag School, .	46
Number school-days, 230 ; sessions, 452 ; days of school, 226 ; holidays and dismissals, 4.	
Diplomas conferred :	
In High School : Boys, 10 ; Girls 8 : All,	18
In Grammar schools,	130
Bentley, 10 ; Bowditch, 56 ; Holly-street, 23 ; Phillips, 19 ; Pickering, 22.	
Admissions to High School :	108
With Diplomas, 100 ; without diplomas, 8.	
From Bentley, 9 ; Bowditch, 47 ; Holly-street, 22 ; Phillips, 15 ; Pickering 15.	
Promotions to Grammar Schools,	338
To Bentley Grammar, 32 :	
From Bentley, 21 ; Howard-street, 8 ; Skerry-street, 3.	
To Bowditch Grammar, 136 :	
From Boston-street, 29 ; Broad-street, 35 ; Browne I, 1 ; Dunlap-street, 23 ; Fowler-street, 39 ; Howard-street, 9.	
To Holly-street Grammar, 70 :	
From Browne I, 24 ; Browne II, 15 ; Holly-street, 31.	
To Phillips Grammar, 59 :	
From Howard-street, 24 ; Phillips, 24 ; Skerry-street, 11.	
To Pickering Grammar, 41 :	
From Dunlap-street, 6 ; North-street, 35.	
Number of Boys in the three upper classes of the High School,	68
Number of Boys in said classes fitting for College,	29
Number of Girls in the three upper classes of the High School,	65
Number of Boys in said classes fitting for College,	5

A.—STATISTICS, SCHOOL YEAR, SEPTEMBER, 1874, TO JULY, 1875.

SCHOOL.	ENROLLED.										AVERAGE DAILY BELONGING.										AVERAGE DAILY ATTENDANCE.										
	BOYS.		GIRLS.		BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.		GIRLS.		BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.		GIRLS.		BOTH SEXES, BY CLASSES.					TOTAL.	
	I	II	I	II	III	IV	V		I	II	I	II	III	IV	V		I	II	I	II	III	IV	V		I	II	I	II	III	IV	V
High.	116	95	19	36	41	115	—	211			105	55	17	32	41	110	—	200			100	92	16	29	41	105	—	192			
GRAMMAR.																															
Bentley.	—	162	16	18	40	49	39	162			—	137	15	16	35	40	31	137			—	122	14	15	31	35	27	122			
Bowditch.	343	214	97	97	104	105	154	557			299	184	84	88	93	85	133	483			270	170	80	80	86	79	115	410			
Holly-Street.	126	85	36	36	45	41	53	211			108	72	33	30	36	37	44	180			102	67	—	32	28	33	34	42	169		
Phillips.	196	—	19	30	36	55	56	196			169	169	19	27	34	43	46	169			158	—	19	26	32	38	43	158			
Pickering.	101	84	26	19	48	41	51	185			83	73	23	17	44	39	43	166			90	69	22	17	42	37	41	159			
Total, Gram.	766	545	194	200	273	291	353	1,311			669	466	174	178	242	244	297	1,135			620	428	167	166	224	223	268	1,048			
PRIMARY.																															
Bentley.	—	195	55	57	43	40	—	195			—	150	44	40	36	30	—	150			—	129	39	36	28	26	—	129			
Boston-Street.	159	105	55	56	51	102	—	264			130	72	46	44	44	58	—	192			106	59	39	37	39	50	—	165			
Broad-Street.	120	89	45	53	52	59	—	209			93	63	40	39	40	37	—	156			83	53	35	25	35	31	—	136			
Browne, I.	154	74	51	52	45	80	—	228			109	50	38	36	37	48	—	159			93	42	34	31	31	39	—	135			
Browne, II.	146	66	44	46	45	77	—	212			114	48	34	40	39	49	—	162			100	42	34	31	34	43	—	142			
Dunlap-Street.	132	66	45	38	51	64	—	198			105	45	40	35	38	39	—	150			87	36	33	28	33	29	—	123			
Fowler-Street.	157	94	42	55	53	101	—	231			128	78	41	45	42	78	—	206			113	68	38	39	37	67	—	181			
Holly-Street.	79	83	46	38	40	29	—	162			69	73	42	25	47	28	—	142			55	38	33	33	36	31	—	118			
Howard-St.	171	51	59	52	49	62	—	222			136	44	44	48	40	44	—	180			120	38	44	43	35	36	—	135			
North-Street.	106	99	37	34	47	87	—	205			82	68	44	29	38	47	—	150			75	60	34	27	34	40	—	135			
Phillips.	222	—	49	54	51	68	—	222			176	—	44	41	43	48	—	176			160	—	41	36	40	43	—	160			
Skenry-Street.	70	47	19	26	41	31	—	117			80	50	19	27	18	66	—	130			67	39	17	24	14	51	—	106			
Total, Prim.	1,516	969	547	561	577	800	—	2,485			1,212	741	472	447	462	572	—	1,953			1,059	629	423	303	396	476	—	1,688			
Naumkeag.	92	49	—	—	—	—	—	141			23	12	—	—	—	—	—	35			21	11	—	—	—	—	—	32			
Total, Schools.	2,490	1,658	—	—	—	—	—	4,148			2,009	1,314	—	—	—	—	—	3,323			1,800	1,160	—	—	—	—	—	2,960			

B.—STATISTICS, SCHOOL YEAR, SEPTEMBER, 1874, TO JULY, 1875.

SCHOOL.	PER CENT. ATTENDANCE.										CASES OF TARDINESS.										TRUANCY.			CORPORAL PUNISHMENT.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
	BOYS.					GIRLS.					BOTH SEXES, BY CLASSES.					TOTAL.					TRUANTS.			NO. CASES.			HALF-DAYS.			BOYS.			GIRLS.			TOTAL.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V	I	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

N. B.—Fractions less than five-tenths have been omitted; others count as one. N R signifies no record kept.

C.—STATISTICS, SCHOOL YEAR, SEPTEMBER, 1874, TO JULY, 1875.

SCHOOL.	AGES OF PUPILS.									HOUSES.	ERECTED AND REMODELED.		VALUATION (1875) HOUSE AND LAND.		NUMBER OF ROOMS.		NUMBER OF SEATS, BY CLASSES.						NUMBER OF TEACHERS 1874-5.		PRESENT NUMBER OF TEACHERS.	
	WHOLE NUMBER ENROLLED.			BETWEEN 5 AND 15 YEARS.			BETWEEN 6 AND 16 YEARS.										NUMBER OF SEATS, BY CLASSES.									
																	I	II	III	IV	V	TOTAL.				
	BOYS.	GIRLS.	ALL.	BOYS.	GIRLS.	ALL.	BOYS.	GIRLS.	ALL.								I	II	III	IV	V	TOTAL.				
High.	116	55	211	—	—	70	—	—	100	High.	1855; 1871	\$20,000	8	—	—	—	—	—	—	—	—	215	7	8		
GRAMMAR.										GRAMMAR.																
Bentley.	—	162	162	—	134	134	—	149	149	Bentley.	1861	\$30,000	4	47	—	48	48	48	48	191	4	4				
Bowditch.	343	214	557	302	193	495	—	334	201	Bowditch.	1870	85,000	11	92	98	98	98	137	523	11	11					
Holly-Street.	126	85	211	109	73	182	—	121	82	Holly-Street.	1874	16,000	5	48	48	48	48	48	240	5	6					
Phillips.	196	185	196	173	—	173	—	191	191	Phillips.	1869	15,000	4	49	—	49	49	49	196	4	4					
Pickering.	101	84	185	88	71	159	—	97	76	Pickering.	1862	20,000	4	49	—	49	49	49	196	4	4					
Total Gram.	766	545	1,311	672	471	1,143	—	743	508	Total Gram.	—	\$165,000	28	285	146	292	292	331	1,346	28	30					
PRIMARY.										PRIMARY.																
Bentley.	—	165	165	—	165	165	—	178	178	Bentley.	1869	—	4	52	56	48	48	—	204	4	4					
Boston-Street.	150	105	264	159	105	264	—	133	89	Boston-Street.	1818; 1869	\$16,000	4	46	56	56	56	—	214	4	4					
Brown, I.	120	89	209	150	89	209	—	100	74	Brown, I.	1817; 1870	15,000	4	54	54	50	55	—	215	4	4					
Brown, II.	154	74	228	154	74	228	—	142	65	Brown, II.	1872	20,000	4	48	48	48	56	54	205	4	4					
Dunlap-Street.	146	66	212	145	65	210	—	123	55	Dunlap-Street.	1851	9,000	4	48	48	48	54	54	198	4	4					
Fowler-Street.	132	66	198	132	66	198	—	115	57	Fowler-Street.	1871	6,000	4	48	48	48	54	54	210	4	4					
Holly-Street.	157	94	251	156	94	250	—	142	82	Holly-Street.	1871	10,000	4	52	50	50	60	—	204	4	4					
Howard-St.	79	83	162	78	83	161	—	60	73	Howard-St.	1851	10,000	4	49	50	50	60	—	212	3	3					
North-Street.	171	51	222	170	51	221	—	141	45	North-Street.	1851	20,000	4	56	56	56	60	—	228	4	4					
Phillips.	106	99	205	106	99	205	—	81	72	Phillips.	1841	20,000	4	50	52	—	50	55	207	4	4					
Skerry-Street.	222	—	222	221	—	221	—	189	189	Skerry-Street.	1875	10,000	4	48	—	48	48	—	144	4	3					
Total Prim.	1,516	969	2,485	1,511	968	2,479	—	1,288	840	Total Prim.	—	\$116,000	47	599	522	526	618	—	2,335	47	47					
Nannkeag.	92	49	141	88	48	136	—	50	49	Nannkeag.	1819	\$2,500	1	—	—	—	—	—	48	1	1					
Total Schools.	2,440	1,658	4,148	—	—	3,828	—	—	—	Total Schools.	1852; 1872	4,500	4	—	—	—	—	—	42	—	—					
											1827	2,000	1	—	—	—	—	—	47	—	—					
											4 Phillips Evening.	—	—	2	—	—	—	—	101	—	—					
											Old Skerry-Street.	1847	—	2	—	—	—	—	—	—	—	—	—			

¹ See Bentley Grammar.

² See Browne, I.

³ See Holly-Street Grammar.

⁴ See Phillips Primary.

D.—STATISTICS, THE QUARTER, SEPTEMBER TO DECEMBER, 1875.

MAXIMUM, MINIMUM, AND AVERAGE AGES OF PUPILS, IN YEARS AND MONTHS, DEC. 1, 1875.																							
SCHOOL.	ENROLLED.			BELONGING DAILY.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.				
	BOYS.	GIRLS.	ALL.	BOYS.	GIRLS.	ALL.	MAX.	MIN.	AV.	MAX.	MIN.	AV.	MAX.	MIN.	AV.	MAX.	MIN.	AV.	MAX.	MIN.	AV.		
High.	141	111	252	139	104	243	20.3	15.4	17.11	20.11	14.8	17	18.2	13.6	15.8	17.11	12.5	14.11	—	—	—		
GRANDMAR.	—	157	157	—	147	147	17.3	12.6	15.2	17.8	12.6	14.6	16.2	11.2	13	16.6	9.7	11.11	14.7	9.9	11.9		
Bentley.	301	181	482	274	167	441	16.4	11.7	14.4	16.8	10.2	13.9	16.1	9.8	12.4	16	8.9	12.4	15	9.3	11.7		
Bowditch.	125	76	201	115	70	185	15.8	12.2	14.4	15	12	13.1	16	10	12.4	14.8	8.6	11.9	14.1	8.9	10.10		
Holly-Street.	190	190	190	185	—	185	16	12	14.2	16.3	12	13.11	14.10	10.7	13.11	15.7	9.10	12	15.3	9.11	11		
Phillips.	96	71	167	95	69	164	15.9	13.6	15	17.5	11.8	13.7	14.9	10	12.6	14.8	9.2	11.6	14.3	9.1	10.7		
Pickering.	712	485	1,197	669	453	1,122	17.3	11.7	14.5	17.8	10.2	13.9	16.2	9.8	12.6	16.6	8.6	12.1	15.5	8.9	11.3		
Total, Gram.	712	485	1,197	669	453	1,122	17.3	11.7	14.5	17.8	10.2	13.9	16.2	9.8	12.6	16.6	8.6	12.1	15.5	8.9	11.3		
PRIMARY.	—	166	166	—	152	152	13.3	8.3	10.4	13.1	7.4	9.6	11.3	6.7	7	9.6	5.3	6.5	—	—	—		
Bentley.	138	81	219	121	66	187	14.3	8.9	10.3	13.11	7.4	9.6	11.3	6.7	7	9.6	5.3	6.5	—	—	—		
Boston-Street.	104	73	177	101	70	171	14.2	7.3	10.2	13	6.8	8.11	9.5	5.10	7.5	11	5	5.11	—	—	—		
Broad-Street.	117	55	172	113	53	166	14.3	8.1	10.4	13.5	6.8	9.7	12	6.2	8.4	13.3	5.1	6.5	—	—	—		
Browne, I.	121	55	176	99	42	141	14.7	7.7	10.9	12.5	6.10	9.2	12.3	6.5	8.2	10	5	6.7	—	—	—		
Dunlap-Street.	110	61	171	96	51	147	13.10	8.3	10.6	11.10	7.1	9.3	11.9	6.7	8.1	9	5	6.4	—	—	—		
Fowler-Street.	156	95	251	136	81	217	13.4	8.8	10.8	13.10	7.1	10.3	10.7	6.1	8.2	10.5	5.2	6.7	—	—	—		
Holly-Street.	77	71	148	69	67	136	15.11	6.10	9.11	13.6	5.10	8.7	9.8	5.7	7.1	7.11	5.11	5.9	—	—	—		
Howard-St.	152	47	199	146	39	185	13.1	7.8	9.6	16.5	7.3	8.7	9.10	5.10	7.4	11.6	5.3	6	—	—	—		
North-Street.	95	90	185	88	83	171	11.2	7.4	9.4	10.10	7.1	7.11	11.9	6.3	7.3	11	5	6.7	—	—	—		
Phillips.	193	—	193	185	—	185	16	12	10.9	12	7	8.9	10	6	7.6	10	5	6.3	—	—	—		
Skeney-Street.	80	64	144	74	60	134	13.3	7.2	9.6	16.5	5.10	9.1	12.3	5.7	7.7	13.3	5	6.2	—	—	—		
Total, Prim.	1,343	858	2,201	1,228	764	1,992	16	6.10	10.2	16.5	5.10	9.1	12.3	5.7	7.7	13.3	5	6.2	—	—	—		
Naumkeag.	62	47	109	45	36	81	15	8	12.3	—	—	—	—	—	—	—	—	—	—	—	—		
Total, Schools.	2,238	1,501	3,739	2,081	1,337	3,438	15	8	12.3	—	—	—	—	—	—	—	—	—	—	—	—		

TEACHERS WHO HAVE PASSED THE CANDIDATES' EXAMINATION.

A.—JULY 9, 1874.

NAME.	IN WHAT SCHOOL EM- PLOYED IN THIS CITY; OR AS SUBSTITUTE.	NAME.	IN WHAT SCHOOL EM- PLOYED IN THIS CITY; OR AS SUBSTITUTE.
Sophie J. Gowen,	Bowditch.	Frances A. Drew,	Bowditch.
Clara P. Wardwell,	Howard-St.	Huldah A. Eaton,	
Hannah C. Goss,	Substitute.	Myra Hall,	Howard-St.
Mary L. O. Gorten,		Delia F. Weeks,	Phillips Gram.
Hannah S. Prime,	Foyler-Street.	Delle E. Haines,	
Caroline E. Whitney,	Bowditch.	Mary A. Manning,	
Nellie B. Kelman,	Browne, II.	Alice M. Perry,	
Martha A. Patterson,	Skerfry-Street.	Mary A. Smith,	Boys' Evening.

B.—JUNE 4, 1875.

NAME.	IN WHAT SCHOOL EM- PLOYED; OR AS SUBSTITUTE.	NAME.	IN WHAT SCHOOL EM- PLOYED; OR AS SUBSTITUTE.
Jane M. Gray,	Girls' Evening.	Jennie F. Woodberry,	
Caroline N. Tarr,	Boys' Evening.	Marcella A. Roberts,	
Elizabeth H. Tuttle,	Girls' Evening.	Mary A. Varney,	
Susan T. Sanborn,		Elizabeth T. Colcord,	
Caroline E. Goodridge,	Phillips Gram.	Alice P. Jackman,	
Phebe M. Lyon,		Julia F. Pinkham,	Holly-St. Gram.
Julietta M. Averill,	Browne, II.		

CORPS OF TEACHERS.

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
JOHN W. PERKINS,	Master	\$3,000	November, 1865.	6 Linden.
Arthur L. Goodrich,	Sub-Master	1,300	October, 1874.	346 Essex.
Susan A. Osgood,	First Assist.	1,000	February, 1868.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867.	34 Broad.
Caroline P. Graves,	Assistant	650	November, 1863.	267 Washing- ton.
Annie C. Draper,	Assistant	650	March, 1870.	260 Essex.
Mary L. Chapman,	Assistant	650	September, 1875.	3 Harrison Av.
Martha A. Smith,	Assistant	650	September, 1875.	48 Endicott.
		\$8,550		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I. II.	HANNAH E. CHOATE,	Principal	\$1,000	April, 1873.	23 Norman.
III.	Mary A. Colman,	First Assist.	600	Sept., 1846.	3 Winter.
IV.	Anna Whitmore,	Assistant	500	March, 1842.	73 Bridge.
V.	Isabel M. Emilio,	Assistant	500	July, 1867.	27 Forrester.
			\$2,600		

BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	\$1,800	Dec., 1874.	48 Endicott.
I.	Margaret G. Stanley,	Sub-Princ'pl	800	June, 1863.	5 Spring.
II.	Carrie E. Welch,	Assistant	500	April, 1872.	Danvers.
II.	Eunice G. Burnham,	Assistant	500	May, 1871.	73½ Summer.
III.	Julitta E. Prescottt,	Assistant	500	July, 1875.	Peabody.
III.	Harriet E. Carlton,	Assistant	500		78 Bridge.
IV.	Frances A. Drew,	Assistant	500	Oct., 1874.	42 St. Peter's.
IV.	Susan K. Rogers,	Assistant	500	July, 1874.	6 North Pine.
V.	Helen M. Miner,	Assistant	500	Dec., 1874.	49 Warren.
V.	Ida A. Emerson,	Assistant	500	Oct., 1874.	Wakefield.
V.	Caroline E. Whitney,	Assistant	500	July, 1875.	13 Margin.
			\$7,100		

HOLLY-STREET GRAMMAR.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	\$1,800	Sept., 1873.	1 Holly.
II.	Ella F. Kehew,	First Assist.	600	March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
V.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew,
V.	Julia F. Pinkham,	Assistant	400		2 Broad.
			\$4,300		

PHILLIPS GRAMMAR, HERBERT STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I. II.	JACOB F. BROWN,	Principal	\$1,800	Feb., 1873.	Ipswich.
III.	Mary E. Stanley,	First Assist.	600	Oct., 1864.	20 Andrew.
IV.	Martha F. Allen,	Assistant	500		Beverly.
V.	Caroline E. Goodridge,	Assistant	400		8 Becket.
V.	Delia F. Weeks,	Assistant	500	Sept., 1875.	8 Dearborn.
			\$3,800		

PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I. II.	WM. P. HAYWARD,	Principal	\$1,800	Sept., 1852.	83 Summer.
III.	Sarah E. Cross,	First Assist.	600	March, 1845.	18 Chestnut.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
V.	Mary E. Kinsman,	Assistant	500	April, 1872.	11 Northey.
			\$3,400		

BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	\$600	Nov., 1842.	26 Federal.
II.	Eliza G. Cogswell,	Assistant	500	Sept., 1855.	26 Federal.
III.	Sarah E. Honeycomb,	Assistant	500	Oct., 1855.	7 Lemon.
IV.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	26 Federal.
			\$2,100		

BOSTON-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	146 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Sarah L. Woodberry,	Assistant	500	Oct., 1868.	Beverly.
IV.	Lucy G. Woodberry,	Assistant	500	Sept., 1872.	Beverly.
			\$2,100		

BROAD-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE STEVENS,	Principal	\$600	Jan., 1848.	20 Winthrop.
II.	Kate C. Innis,	Assistant	500	Jan., 1867.	3 Cambridge.
III.	Emily A. Glover,	Assistant	500	Oct., 1864.	15 Hawthorne.
IV.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	9 Gardner.
			\$2,100		

BROWNE PRIMARY, No. 1,—ROPES STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop.
II.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
III.	Emma A. Graves,	Assistant	500	May, 1870.	267 Washing- ton.
IV.	Harriet M. Stetson,	Assistant	500	April, 1873.	59 Barr.
			\$2,100		

BROWNE PRIMARY, No. 2,—ROPES STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	EVA M. DAVIS,	Principal	\$600	Sept., 1872.	199 Bridge.
II.	Nellie B. Kelman,	Assistant	500	Oct., 1874.	181 Bridge.
III.	Myra A. Prime,	Assistant	500	Feb., 1873.	117 North.
IV.	Julietta M. Averill,	Assistant	400		275 Washing- ton.
			\$2,000		

DUNLAP-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	ANSTISS P. STEVENS,	Principal	\$600	July, 1868.	76 Summer.
II.	Julia M. Mann,	Assistant	500	April, 1869.	7 Prescott.
III.	Eliza J. Murphy,	Assistant	500	Jan., 1874.	10 Orne.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
			\$2.100		

FOWLER-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	MARY J. PICKERING,	Principal	\$600	Sept., 1868.	17 Cedar.
II.	Eliza I. Phelps,	Assistant	500	April, 1864.	3 Cambridge.
III.	Lucy E. Adams,	Assistant	500	March, 1870.	47 Endicott.
IV.	Harriet M. Spinney,	Assistant	400		15 Lynde.
IV.	Hannah S. Prime,	Assistant	500	July, 1875.	117 North.
			\$2.500		

HOLLY-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I. II.	HARRIET M. TYLER,	Principal	\$600	Sept., 1857.	7 Cherry.
II. III.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	9 Gardner.
			\$1 600		

HOWARD-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	\$600	June, 1859.	15 Federal.
II.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hawthorne.
III.	Emily F. Hubon,	Assistant	500	Feb., 1873.	70 Washing- ton.
IV.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
			\$2,100		

NORTH-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	\$600	March, 1847.	83 Summer.
II.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	19 Brown.
III.	Emily S. Phelps,	Assistant	500	March, 1870.	4 Lynde.
IV.	Lucy A. Smith,	Assistant	500	June, 1858.	3 Howard.
			\$2,100		

PHILLIPS PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	8 Williams.
II.	L. Augusta Hill,	Assistant	500	Dec., 1864.	20 Walter.
III.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
IV.	Ardelle Allard,	Assistant	500	Dec., 1873.	12 Harris.
			\$2,100		

SKERRY-STREET PRIMARY.

CLASS.	NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
I. II.	C. P. DALTON,	Principal	\$600	Jan., 1855.	55 Forrester.
II. III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.
IV.	Martha A. Patterson,	Assistant	500	July, 1875.	Beverly.
			\$1,600		

NAUMKEAG SCHOOL, WASHINGTON STREET.

NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
MARGARET A. DUNN,	Principal	\$900	March, 1856.	5 Holly.

SPECIAL INSTRUCTORS.

NAME.	POSITION.	SALARY	DATE OF ELECTION.	RESIDENCE.
Seth C. Bennett,	Music	\$1,600	Feb., 1873.	24½ Brown.
J. Warren Thyng,	Drawing	*720	Sept., 1874.	2 Federal.
		\$2 320		

* Six half-days each week.

TRUANT OFFICER.

NAME.	SALARY	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	\$600	Feb., 1874.	35 Winthrop.

JANITORS.

NAME.	SALARY	RESIDENCE.	SCHOOLS.
Frederic H. Hunt,	\$500	23 Hardy.	3 — Bentley, Phillips Gram. and Prim.
Joseph R. Hamilton,	775	34 Mill.	1 — Bowditch.
Robert Teague,	275	15 Walter.	3 — North Salem.
John S. Wardwell, Jr.,	300	12½ Mt. Vernon.	2 — High, Broad-St. Primary.
Luke E. Friend,	275	6 Bott's Ct.	3 — Boston, Fowler, Beckford Streets.
Benjamin Pervier,	205	2 Osgood.	2 — Howard, Skerry Streets.
William R. D. Mansfield,	600	245 Washing- ton.	4 — South Salem.
	\$2,930		

BOARD OF SCHOOL COMMITTEE, 1876.

HENRY L. WILLIAMS, Mayor, Chairman ex-officio.

GEORGE H. HILL, President of the Common Council, member ex-officio.

WARD ONE.

Term expires 1877.	Term expires 1878.	Term expires 1879.
Henry J. Pratt, 4 Liberty.	Edward Fitzgerald, 17 Charter.	William H. Jelly, 73 Essex.

WARD TWO.

Stephen B. Ives, Jr., 24 Brown.	Samuel G. Jones, 16 Howard.	Charles Sewall, 12 Brown.
------------------------------------	--------------------------------	------------------------------

WARD THREE.

John C. Osgood, 5 Barton Square.	John Preston, 1 Mount Vernon.	Leverett S. Tuckerman, 41 Chestnut.
-------------------------------------	----------------------------------	--

WARD FOUR.

Rufus B. Gifford, 11 Dean.	James Donaldson, 172 Federal.	James P. Franks, 6 Monroe.
-------------------------------	----------------------------------	-------------------------------

WARD FIVE.

George Chase, 85 Lafayette.	Nath'l B. Perkins, Jr., 2 Cherry.	John R. Lakeman, 21 Linden.
--------------------------------	--------------------------------------	--------------------------------

WARD SIX.

Charles A. Ropes, foot of Dearborn.	David P. Carpenter, 17 Dearborn.	George B. Melcher. 44 Buffum.
--	-------------------------------------	----------------------------------

AUGUSTUS D. SMALL, Superintendent of Schools.

HENRY M. MEEK, Secretary of the Board.

WILLIAM MANSFIELD, Messenger.

Executive Committee.

Mayor Williams, President Hill, and Messrs. Osgood, Ropes and Jelly.

First Visiting Committee—High School.

Stephen B. Ives, Jr., Chairman.

John C. Osgood,

James P. Franks.

Second Visiting Committee—Grammar Schools.

Charles A. Ropes, Chairman, Special Committee on Pickering School.

Henry J. Pratt, " " Bentley School.

Rufus B. Gifford, " " Bowditch School.

James Donaldson, " " Holly-st. School.

Charles Sewall, " " Phillips School.

Third Visiting Committee—Primary Schools.

John C. Osgood, Chairman, Special Committee on Bentley School.

John Preston, " " Boston-street.

John R. Lakeman, " " Broad-street.

George Chase, " " Browne School.

Leverett S. Tuckerman, " " Dunlap-street.

David P. Carpenter, " " Fowler-street.

Nathaniel B. Perkins, Jr., " " Holly-street.

William H. Jelly, " " Howard-street.

George B. Melcher, " " North-street.

Edward Fitzgerald, " " Phillips School.

Samuel G. Jones, " " Skerry-street.

Committee on the Naumkeag School.

John R. Lakeman, Chairman.

James Donaldson,

Edward Fitzgerald.

Committee on Evening Schools.

Leverett S. Tuckerman, Chairman.

William H. Jelly,

George Chase.

Committee on Music.

Samuel G. Jones, Chairman.

James P. Franks,

Rufus B. Gifford.

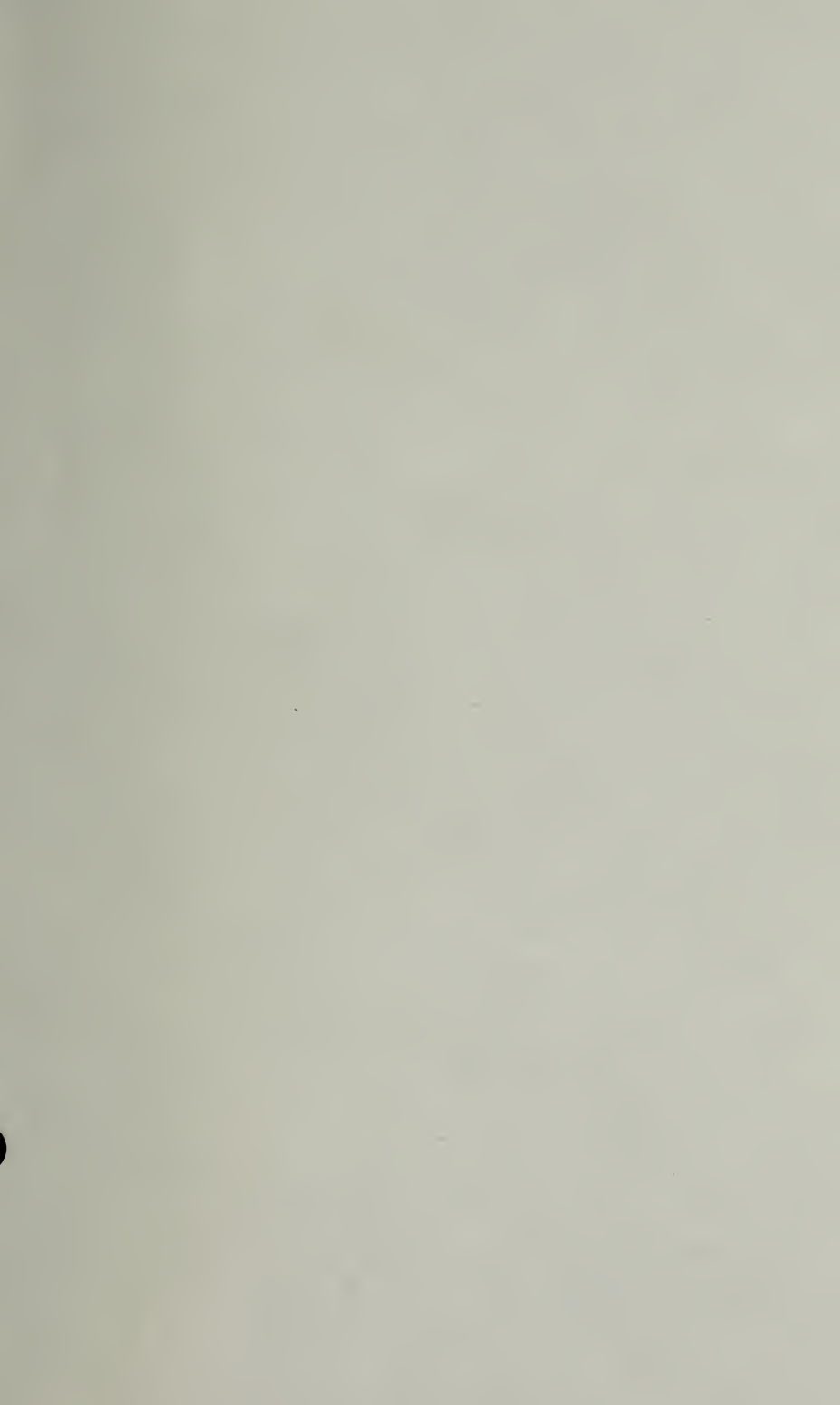
Committee on Drawing.

Rufus B. Gifford, Chairman.

Henry J. Pratt,

Nathaniel B. Perkins, Jr.





UNIVERSITY OF ILLINOIS-URBANA



3 0112 053777055